Department for Education

Evaluation of the Behaviour Hubs programme

Interim report

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This research was commissioned before the new UK government took office on 5 July 2024. As a result, the content may not reflect current government policy.

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Executive Summary

Background

In April 2021 the Behaviour Hubs programme was launched as a three-year programme to support schools and Multi-Academy Trusts (MATs) in improving behaviour culture and practice. Funded by the Department for Education (DfE), this programme facilitates close collaboration between 'lead' schools, known for exemplary behaviour cultures, and 'partner' schools striving for improvement. The primary goals are to a) ensure teachers feel supported by senior leaders in managing misbehaviour and consistently applying behaviour policies; b) design and implement effective behaviour systems, creating or strengthening overall school behaviour culture; and c) promote and disseminate best practices in behaviour management. Over 650 schools have received direct, in-person, peer-to-peer support, while more than 400 schools have gained access to support via the bespoke MAT pathway.

The programme offers three support streams, all with the purpose of developing and implementing new behaviour strategies: Core, a one-year programme for schools able to work more independently, with less direct support from a lead school; Extended, a one-year programme for schools needing personalised, ongoing assistance from a lead school; and multi-school/trust, a two-year programme for MATs seeking to implement change across several schools.

Behaviour Hubs provides customised resources and specialist training through a taskforce of behaviour advisers. All partner schools receive support from their lead school and must participate in virtual modules on managing high-challenge behaviour, improving attendance, addressing Special Educational Needs and Disability (SEND) matters, and enhancing leadership skills. They are also required to attend at least one open day at a lead school during the year-long programme and schools on the extended stream can benefit from multiple visits from their lead school.

Evaluation aims

In 2023 NatCen was commissioned by the DfE to continue the evaluation of this programme; building on the partially completed evaluation by Ecorys which included design of an initial Theory of Change and qualitative and quantitative data collection. The evaluation aims to:

- determine whether the programme has met its strategic objectives and achieved its projected outcomes for schools, staff, and pupils

- understand how and why the intervention has (or has not) met its objectives, by developing and testing the programme's Theory of Change (ToC)
- investigate the change mechanisms triggered by the programme that have produced the observed outcomes and impacts, examining variation across different schools and respondent groups

This interim evaluation report presents the findings obtained to date.

Evaluation methodology

The main method of analysis used in the evaluation is Realist Evaluation[1]. This method explains why programme outcomes have or have not been achieved, by focusing on stakeholders' actions and interactions, and linking those with contextual characteristics. For Behaviour Hubs, background factors include characteristics of schools and the local area, and programme factors such as type of support and resources / opportunities made available by the programme (as well as constraints created by it).

To build these explanations, the evaluation uses qualitative data from 11 case studies, each comprised of one lead and one or two partner schools (16 partner schools in total), as well as results from two quantitative surveys (at baseline and follow-up). More specifically, the evidence base for the findings included in this report comprises 84 school staff interviews, 5 parent and 8 pupil focus groups, and survey data from 13,923 school staff members and 50,521 pupils.

Two main strands of quantitative analysis were undertaken: a cross-sectional analysis of key outcomes in baseline and follow-up surveys, used to identify and contextualise patterns and key themes in the data; and a longitudinal analysis of differences in outcomes between baseline and follow-up surveys. The analysis of quantitative and qualitative data was then combined to explore and understand:

- the context of each case, especially by showing what partner schools were doing to improve behaviour before joining the programme
- the partner schools' plans and expectations for the programme, their initial experience and engagement with the wider programme and the lead schools, and the potential emerging changes and results
- the mechanisms of change (understanding why changes were happening or were expected to occur in the future) - this included the role of lead schools, the characteristics of the lead-partner interactions, any other relevant changes occurring in the partner schools that might not have been linked to the

[1] For more information see Pawson, R., & Tilley, N. (2001). Realistic evaluation bloodlines. American Journal of Evaluation, 22(3), 317-324.

programme, and the use of resources available to partner schools, whether from the programme or elsewhere

In addition to Realist Evaluation, plans are in place to combine this approach with Qualitative Comparative Analysis (QCA) to systematise and generalise findings. This method employs set theory to categorise cases into typologies, which are different combinations of various conditions, allows the contexts and mechanisms of Realist Evaluation to act as conditions for a QCA model, enabling broader generalisations than would normally be allowed by typical case study work.

Key findings

In line with the Realist methodology, the key findings are organised by Outcome, Mechanism, and Context.

Outcomes

Sizable positive changes in overall behaviour ratings between baseline and follow-up were reported in the staff surveys. The largest positive changes were reported by staff in schools receiving extended support and in schools with high deprivation levels.

Overall changes in pupils' behaviour ratings between baseline and follow-up were negative but small. Within this, however, some positive change was observed in schools with high deprivation. Pupils in schools with low deprivation levels reported small negative changes in behaviour at follow-up. There was no difference by support stream.

Changes in schools as a result of Behaviour Hubs were clearly evidenced in the qualitative data. Namely, behaviour policies shifted staff and leadership focus and actions:

- from punishment to rewarding good behaviour
- from framing behaviour issues as separate from teaching and learning to adopting a holistic approach
- from placing responsibilities for mitigation and solving behaviour incidents on senior leadership teams and typically removing pupils from class, to engaging teachers more directly and encouraging de-escalation in class

New tools to improve the implementation of behaviour policy were created, namely:

- the creation and dissemination of agreed definitions of good and poor behaviour
- the introduction and communication of severity / desirability scales

Relationships between teachers and pupils, senior leadership team (SLT) and teachers, and teachers and parents changed:

- teachers were encouraged to engage more constructively and improve the way they communicate with pupils
- teachers were given more opportunities to discuss behaviour policy with the SLT and other teachers, and to mentor colleagues on behaviour policy
- teachers were allowed to directly input into behaviour policy and pilot new ideas
- teachers engaged more proactively with parents, for example in communicating the new behaviour rules

Mechanisms

Outcomes have been achieved through three key change mechanisms, all acquired by partner schools through interaction with lead schools, particularly in-person:

- discovery or improved understanding of what schools can realistically achieve in improving pupils' behaviour
- greater awareness of what improving behaviour entails: the importance of culture, consistency, routines, timing, sequencing, changes in governance and relationships
- higher confidence / reassurance that pre-existing plans are valuable and have merit

Contexts

The conditions that have facilitated success or activated the change mechanisms have been linked to:

- the quality of interaction between lead and partner schools (peer-to-peer approach, mutual trust)
- the opportunity to meet and interact in person, including with other partner schools (immersive experiences particularly on open days)
- appropriate matching which typically facilitated communication and bonding
- availability of staff time, particularly for the SLT

Evaluation Limitations

The sequencing in the evaluation design has limited data collection and analysis opportunities at this interim stage (the surveys were designed before qualitative data analysis was completed and the Theory of Change did not include change mechanisms). Therefore, the findings have limited generalisability, despite the qualitative case study sample being representative of key background characteristics. A subsequent data

collection phase is currently in design with the aim of understanding the extent to which the change mechanism findings above can be generalised across the programme.

A series of caveats must be taken into account before any differences in behaviour ratings observed in the surveys can be considered a valid measure of change in pupil behaviour, particularly if the differences are reported mainly by staff and SLT. However, the evidence so far suggests quite consistently that schools with high deprivation levels benefited more from the programme than schools with low deprivation levels; and that staff felt more supported after the Behaviour Hubs programme than before. This was particularly evident among staff involved in the extended support programme stream.

1. Introduction

This report summarises the findings to date from the evaluation of the Behaviour Hubs programme and outlines next steps. This introductory chapter covers the policy background of pupil behaviour in schools, the history of the Behaviour Hubs programme, and the evaluation's context and aims. Chapter 2 discusses the evaluation design and methodology, as well as their limitations. Chapter 3 discusses programme outcomes, detailing behaviour ratings and the factors affecting pupil behaviour. This includes addressing how and why the programme worked (or not), exploring change mechanisms, processes that triggered change, and the challenges and setbacks that can potentially hamper progress. Chapter 4 addresses the programme's Theory of Change, while Chapter 5 outlines conclusions and next steps.

1.1 Policy Context

1.1.1 Pupil behaviour in schools

Attending school and behaving well are critical to children's learning, safety, and physical and mental health, and every child deserves to learn in a safe, calm classroom. There is a consistent association between positive pupil behaviour, disruption-free learning environments, and higher quality educational experiences for children and young people. This relationship ultimately leads to pupils achieving more academically and socially and to an improvement in staff satisfaction (Gutman and Vorhaus, 2012).

Evidence suggests that behaviour is a national problem in schools across England. According to The Big Question Survey Report (NASUWT, 2022), more than 50% of responding teachers reported verbal abuse by pupils, 40% considered their school hadn't dealt with teachers being abused by pupils or by parents/carers, and 32% considered their school's behaviour policy to be effective. Moreover, results from the 2022/2023 National Behaviour Survey (Department for Education, 2024) suggest that misbehaviour in schools is affecting pupils' learning: 25% of school teachers reported that misbehaviour rarely (22%) or never (3%) disrupted teaching or learning in the past week, whilst 76% indicated that it affected some lessons (39%), most lessons (24%), or all lessons (13%). In addition, a recent report from the Children and Young People's Mental Health Coalition (Rainer, Le and Abdinasir, 2023) found that a wide variety of behaviour management systems and approaches are used in schools across England, making it difficult to understand misbehaviour drivers and assess the effectiveness of different behaviour management techniques.

In 2017, the independent review of behaviour in schools was undertaken, *Creating a Culture: how school leaders can optimise behaviour* (Bennett, 2017). The review identified a set of core principles which characterise the approach of successful school

behaviour policies. These include (a) having a clear understanding of what the school culture is; (b) high expectations of pupils and a belief that all pupils matter; and (c) consistency and attention to detail in the execution of school routines, norms and values. The review highlighted the need for consistent strategies to manage pupil behaviour to create a positive school culture where pupils and staff are safe and respected. It emphasised that school leaders require access to training in a range of behavioural strategies and examples of best practice in the school system.

The Department for Education has published guidance[2] to support school leaders and staff to manage misbehaviour to create a calm, safe, and supportive environment where both pupils and staff can flourish with safety and dignity. The Department for Education's guidance *Behaviour in Schools: Advice for headteachers and school staff*, is the primary source of help and support for schools on developing and implementing a behaviour policy which outlines effective strategies that will encourage good behaviour. It also highlights the importance of training staff to embody this culture to enable consistency of approach.

The Government has committed to further support schools to improve behaviour by providing access to specialist mental health professionals in every school, introducing free breakfast clubs in every primary school, and ensuring earlier intervention in mainstream schools for pupils with special needs. The Government is developing an ambitious strategy to reduce child poverty which will in turn tackle the root causes of misbehaviour and break down the barriers to opportunity.

1.1.2 The Behaviour Hubs programme

The DfE-funded Behaviour Hubs programme[3] is based on the principles in the 'Creating a Culture' review. The programme was launched as a three-year funded initiative to support schools and Multi-Academy Trusts (MATs) in improving behaviour culture and practice. The programme encourages 'lead' schools and MATs with exemplary behaviour cultures to collaborate closely with 'partner' schools seeking to improve their pupil behaviour. Its objectives are to ensure that more teachers feel supported by senior leaders in managing misbehaviour, understand and consistently apply their school's behaviour policy, ultimately leading to fewer incidents of disruptive behaviour. Other aims are for school leaders to implement effective behaviour systems and foster significant

[2] The Department for Education has published a series of guidance documents related to managing pupil behaviour in schools. This series is comprised of *Searching, Screening and Confiscation: Advice for schools*, *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England* and https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf[3] Behaviour Hubs | Support for Improving Behaviour in Schools

[3] Behaviour Hubs | Support for Improving Behaviour in Schools

improvements in school culture. The intention is for schools to improve individually and, at the macro level, for behaviour management best practice to diffuse across the country. It is a whole-school approach to improve and support behaviour culture, rather than a targeted intervention focusing on the behaviour of specific individual staff, pupils or groups.

The programme launched in April 2021 and has run over nine cohorts of partner schools, supporting self-referring schools that want and need to turn around their behaviour culture. Open to primary, secondary, alternative provision (AP), special schools and trusts, it builds on centrally organised bespoke resources and a taskforce of behaviour advisers[4] delivering customised specialist training to help improve a school's culture and spread good practice across the country. The Behaviour Hubs programme has enabled over 650 schools to receive direct, in-person, peer-to-peer support and access the programme's central suite of resources. Additionally, more than 400 schools have gained access to support via the bespoke MAT pathway (Table 1).

Table 1: Programme information for different cohorts

Partner School Cohort	Programme Start Term	Number of Lead Schools	Number of Lead Schools in MATs	Number of Lead MATs	Number of Partner Schools	Number of Partner MATs
1	Summer 21	22	3	2	34	2
2	Autumn 21	0	0	0	41	2
3	Spring 22	0	0	0	23	1
4	Summer 22	28	7	8	97	6
5	Autumn 22	0	0	0	105	10
6	Spring 23	0	0	0	62	9
7	Summer 23	0	0	0	96	10
8	Autumn 23	0	0	0	104	0
9	Spring 24	0	0	0	72	0

Source: Department for Education management information. These numbers are as of May 2024.

[4] The behaviour advisers are a group of six experts who led the design and structure of bespoke resources comprised of virtual modules and practical tools. They also support lead schools and MATs in sharing their experience and delivering mentorship to partner schools.

1.1.2.1 The Behaviour Hubs Programme Streams

The programme provides three support streams[5]:

1. Core: the first stream is for schools that have implemented new behavioural approaches and need additional support. Designed for schools seeking a more independent journey, this pathway provides access to training, networking opportunities, open days, resources, and action planning sessions. Funding: £3K – 12 to 20 days of partner school commitment throughout the year.

2. Extended: the second stream offers ongoing one-on-one assistance from an assigned lead school. This pathway is tailored for schools requiring personalised support, especially if previous changes have not yielded desired results. Funding: £9K – 30 to 40 days of partner school commitment throughout the year.

3. Multi-school/trust: the third is a MAT support stream designed for trusts seeking a two-year programme to develop new behaviour approaches across multiple schools, with extended support available for one school within the MAT. Funding: £6K - 22 to 30 days of partner MAT commitment throughout the year.

All partner schools receive support from their lead school and are expected to participate in virtual modules hosted by behaviour advisers. These cover topics such as managing high-challenge behaviour, improving attendance, addressing Special Educational Needs and Disability (SEND) matters, and enhancing leadership skills. Additionally, partner schools are required to attend at least one open day at a lead school during the year-long programme. Schools on the extended pathway benefit from multiple visits from their lead school to identify issues and effectively implement their new behaviour culture.

1.1.2.2 Eligibility criteria

To participate in the programme as a lead school or lead MAT, interested schools and MATs applied in two waves and had to meet the following eligibility criteria:

- all schools had to achieve either an overall Outstanding judgment from Ofsted, an overall Good judgment with Outstanding Behaviour & Attitudes, or an overall Good judgment with an exceptional application form and interview
- primary schools needed above-average progress in Reading, Writing, and Mathematics for 2 of the past 3 years, phonics results at or above 90% for 2018/19, and above-average percentages of pupils meeting the expected standard in Reading, Writing, and Mathematics for 2 of the past 3 years

[5] The extended pathway offers the highest level of face-to-face interaction and intensive support. However, schools and MATs on all pathways have equal access to resources and events.

- secondary schools required an above-average Progress 8 score for 2 of the last 3 years, an above-average Attainment 8 score for 2 of the past 3 years, and EBacc entries at or above 45% for 2018/19
- special schools and AP settings needed an overall judgment of Good or Outstanding
- colleges[6] required an above-average value-added score for Academic students for 2 of the last 3 years, an above-average average point score per entry for Academic students for 2 of the past 3 years, and a percentage of students achieving AAB or higher, including at least 2 facilitating subjects, at or above 20% for 2018/19

In contrast, partner schools were selected on a self-referral basis and the only strict eligibility criterion related to behaviour is that prospective partner schools (or at least one school in a prospective partner MAT) must have an overall Ofsted rating of Good, Requires Improvement, or Inadequate.

1.2 Evaluation aims

The aims of the evaluation of the Behaviour Hubs programme are to:

- understand if the programme is effective in meeting its strategic aims and reaching its projected objectives, outcomes, and impacts for schools, school workforce and pupils
- understand why the intervention has worked (or not) through assessing, testing, and refining the programme's Theory of Change (ToC)
- investigate what change mechanisms have been triggered to produce observed outcomes and impacts, and variation across schools, pupil groups, and school workforce

[6] No standalone post-16 settings were accepted as lead schools on the Behaviour Hubs programme

2. Methodology

This chapter outlines the methodology used for the Behaviour Hubs Impact Evaluation. Section 2.1 details the theory-based approach chosen to assess the programme's impact, which combines Realist Evaluation and Qualitative Comparative Analysis (QCA). Section 2.2 and Section 2.3 address the quantitative and qualitative data sources that inform this report's conclusions. Finally, Section 2.4 discusses the evaluation's limitations at this interim stage, particularly the challenges encountered in making causal claims on the basis of the available quantitative data and the data gaps in the case study analysis.

2.1 Overall approach

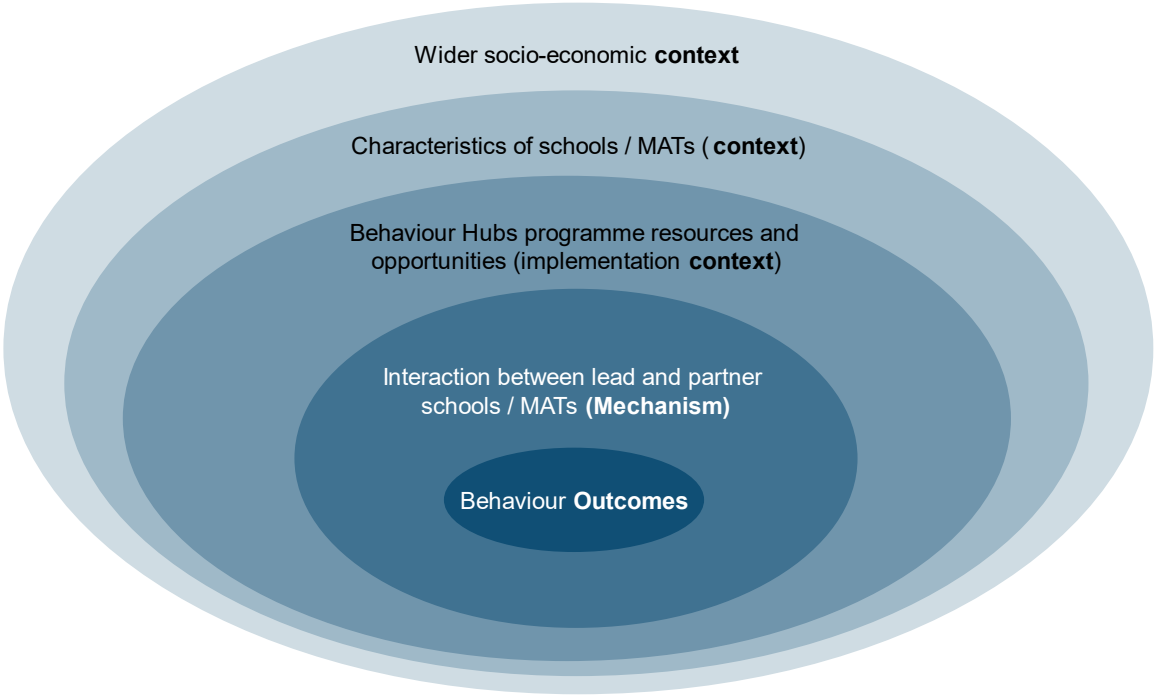
Given the complexity of programme delivery, which includes multiple intervention streams, is embedded in unique contexts and affected by multiple different characteristics of lead and partner schools and MATS, a Realist Evaluation design was used to assess the impact of the Behaviour Hubs programme. Realist Evaluation is an approach that aims to explain programme outcomes based on so-called Context-Mechanism-Outcome (CMO) configurations (Pawson, 2013; Pawson and Tilley, 1997).

In a Realist Evaluation, mechanisms refer to individual or organisational thinking, choices and behaviours that are considered directly responsible for programme outcomes. Mechanisms are what triggers change: in this programme, mechanisms explain, for example, how programme delivery increased awareness of behavioural strategies and how it affected school staff's behaviour to improve behaviour policy implementation.

Context, on the other hand, refers to resources, opportunities, and constraints that the individual or the organisation usually cannot fully control, is partly pre-existing, but that interventions try to modify, providing for example financial resources or opportunities for social interaction or institutional collaboration. In the Behaviour Hubs setting, two types of context are distinguished: background context and programme context. The former includes factors such as school size, being a primary or secondary school, the distance between partner and lead schools, or the proportion of vulnerable pupils within them. The latter includes the resources made available by the programme, for example training, and opportunities of interaction with lead schools.

It is an assumption of Realist Evaluation that Context affects whether and the extent to which Mechanisms are triggered; for example, the lessons learned by partner schools are affected by programme implementation as well as by their background context. Put differently, the CMO framing allows the evaluator to understand why, how, and for whom the intervention was effective (Figure 1).

Figure 1: Structure of Context-Mechanism-Outcome (CMO) explanation



Realist Evaluation was used to organise and structure evidence gathered through case studies and baseline and follow-up surveys undertaken by pupils and school staff, focusing on the interaction between lead schools and their matched partner schools, with CMO configurations developed for each case. Each case includes one lead school or MAT and at least one of their partner schools or MATs, respectively.

In addition to Realist Evaluation, plans are in place to draw on Qualitative Comparative Analysis (QCA) (Befani, Ledermann and Sager, 2007) to systematise and generalise the findings. QCA is a method for systematic cross-case comparison that allows the generalisation of rich, qualitative case-based information to a medium or even large number of cases (Schneider and Wagemann, 2012). This method employs set theory to categorise cases into typologies, which are different combinations of various conditions. It then determines which of these typologies have led to (un)successful outcomes.

More generally, the combination of Realist evaluation and QCA has a relatively long application history and presents several conceptual parallels (Befani and Sager, 2006). It allows the contexts and mechanisms of Realist Evaluation to act as conditions for a QCA model, enabling broader generalisations than would normally be allowed by typical case study work.

2.2 Staff and Pupil Surveys

To understand how behaviour was managed in schools and the perceptions of staff, teachers and pupils before and after the intervention, the programme collected data from staff (both teachers and members of SLT) and pupil online surveys administered during the first term on the programme (baseline) and during the final term on the programme (follow-up). The survey design and data collection for both surveys was undertaken by Ecorys, while NatCen held responsibility for data analysis, and comprised questions concerning perceptions of misbehaviour in schools, its frequency, its impact on pupils, learning, and teachers, as well as respondents' awareness of their school's behaviour policy and expectations for handling both misbehaviour and positive behaviour.

The surveys also collected data on limited contextual information. Pupil surveys collected data on pupil year group and gender, and staff surveys captured staff's role in the school. School identifiers were used to source additional contextual data on schools and MATs involved in the programme, such as school location, teacher and pupil numbers, and the proportion of pupils eligible for free school meals (FSM).

Table 2 shows the programme start and end dates for each Behaviour Hubs programme cohort. Staff surveys were administered online to all teaching staff in partner schools, including teaching assistants, and schools were asked to self-administer the pupil survey to all pupils in their schools. Follow-up surveys were administered approximately eight to nine months after the baseline surveys[7].

[7] Baseline and follow-up surveys were administered to cohorts 1-5. Cohort 6 undertook a baseline survey only. Cohorts 7-9 did not participate in the online surveys.

Table 2: Programme participation by school term for different cohorts

Partner School Cohort	Start Date	Policy Launch	Provisional End Date
1	April 2021	September 2021	March 2022
2	September 2021	January 2022	July 2022
3	January 2022	April 2022	December 2022
4	April 2022	September 2022	March 2023
5	September 2022	January 2023	July 2023
6	January 2023	April 2023	December 2023
7	April 2023	September 2023	March 2024
8	September 2023	January 2024	July 2024
9	January 2024	September 2024	December 2024

Source: Department for Education management information.

The data collection strategy aimed to pair survey respondents before and after the programme implementation. This approach allows for longitudinal analyses, thereby providing a more accurate picture of change over time. However, attrition rates were high for both school staff and pupils (Table 3). The staff survey counts 9,688 responses at baseline and 4,235 at follow up, with only 1,290 individual responses paired across survey waves by identifier. Likewise, the pupil survey collected 31,886 responses at baseline and 18,635 at follow-up. However, no individual-level pairing was possible in this case because the responses did not include individual identifiers.

Table 3: Number of survey respondents by cohort

Cohort	Pupils Baseline	Pupil Follow-up	Staff Baseline	Staff Follow-up	Matched Staff
Cohort 1 (n)	1,712	2,094	387	410	36
Cohort 1 (column %)	5%	11%	4%	10%	3%
Cohort 2 (n)	1,773	1,716	400	603	13
Cohort 2 (column %)	5%	9%	4%	14%	1%
Cohort 3 (n)	1,843	811	682	168	107
Cohort 3 (column %)	6%	4%	7%	4%	8%
Cohort 4 (n)	8,465	6,655	3,135	1,203	503
Cohort 4 (column %)	27%	36%	33%	28%	39%
Cohort 5 (n)	9,571	7,359	3,026	1,851	631
Cohort 5 (column %)	30%	40%	31%	44%	49%
Cohort 6 (column n)	8,522	-	2,058	-	-
Cohort 6 (column %)	27%	-	21%	-	-
Total (n)	31,886	18,635	9,688	4,235	1,290
Total (column %)	100%	100%	100%	100%	100%

Source: Pupil baseline surveys and pupil follow-up surveys. Staff baseline surveys and staff follow-up surveys.

To address these data limitations, two strands of quantitative analysis were conducted: longitudinal and cross-sectional. First, the longitudinal analysis was conducted for the subset of staff respondents that could be paired between baseline and follow-up surveys, although subgroup analysis was limited due to sample size. Additionally, given that pupil

surveys could not be individually paired, the before and after comparisons were therefore performed between school-wide average values. An initial sample of 83 schools with paired responses was later reduced to 77 to remove schools that had either received fewer than 20 individual survey responses or had a school-level response rate below 10%.

The longitudinal analysis shows the extent to which individual-level responses changed for teachers, and school-level responses changed for pupils, between baseline and follow-up. Multilevel regression models were used to assess whether these changes were statistically significant, and whether any changes were significantly associated with the covariates of interest (gender, region, percentage of FSM eligible pupils in the school, and support stream)[8].

In addition, a cross-sectional analysis of the surveys was conducted to mitigate the data limitations of the longitudinal analysis. First, it allows for greater granularity, enabling the differentiation between staff and teacher responses and permitting a more nuanced analysis. Second, it serves as a robustness check. While the cross-sectional analysis is less precise than the longitudinal approach, it can help confirm the direction of the longitudinal findings, thereby improving the reliability of the conclusions.

The cross-sectional analysis focused on perceptions of pupil behaviour, relationships between pupils and staff, and understandings of school behaviour policy. It compared average responses from pupils and staff at baseline and follow-up. As most survey questions had response options in the form of ordinal scales (e.g., ranging from 'Very poor' to 'Excellent'), the analysis compared subgroups based on response options and school characteristics (e.g., Core vs. Extended support streams), using Chi-Squared tests to assess whether differences in responses between groups of respondents or school characteristics were statistically significant. Multilevel regression models were used to test whether outcomes were significantly associated with key covariates of interest such as gender, region, percentage of FSM eligible pupils in the school, and support stream.

2.3 Qualitative data collection and analysis

The qualitative fieldwork for this evaluation comprised field notes from semi-structured interviews and focus groups with school staff, pupils, parents, and other stakeholders from 11 case studies, selected from Cohorts 1, 2, and 4[9].

[8] Tables presenting the results of these analyses are available from NatCen upon request.
[9] Qualitative data collection was designed and conducted by Ecorys. For more information refer to Section 2.4.2.

Each case study typically comprises of one lead school and two partner schools (see Table 4).

Table 4: Qualitative data collected to date

Case ID	Partner School Interviews	Lead School Interviews	Parent Focus Groups	Pupil Focus Groups	Total Data Sources
1	10	5	1	5	21
2	0	3	0	0	3
3	15	5	1	2	23
4	1	2	0	0	3
5	13	4	3	1	21
6	4	1	0	0	5
7	8	1	0	0	9
8	1	2	0	0	3
9	1	1	0	0	2
10	2	1	0	0	3
11	3	1	0	0	4
Total data sources	58	26	5	8	97

The aims of the case study analysis were:

- to delve into the programme context of selected schools, as well as the main outcomes achieved beyond improvements in behaviour, enriching the survey analysis findings - one of the key aims was to understand what actions partner schools had taken prior to joining the programme and were taking as a consequence of the programme

- to explore partner schools' initial plans and expectations regarding the programme, their early experiences, and engagement with the broader programme and lead schools

- to understand how and why change was occurring or anticipated to happen in the future - this included examining the role of lead schools, the dynamics of lead-partner interactions, other relevant changes within partner schools not directly

linked to the programme, and the utilisation of available resources by partner schools, whether from the programme or elsewhere

A qualitative analysis template was used to organise the interview notes. This facilitated thematic analysis, conducted using a mixed deductive/inductive approach, which resulted in 11 case study reports, all following the same structure.

As an indication, the thematic analysis was structured as follows:

- how the partner schools and lead schools interacted, with details of knowledge transfer (what was learned in the interaction and how this learning took place)
- aspects of the school approach to behaviour management which had changed as a result of the programme
- new action plans put in place by partner schools, how these had been implemented (including challenges to implementation), and why they were perceived to be conducive to change
- congruence of experience between partner and lead schools (including parent and pupil perspectives)

2.4 Limitations

The discussion of gaps and limitations includes a series of caveats the authors suggest for consideration when interpreting the findings. These are divided into survey data and qualitative data groupings.

2.4.1 Survey data limitations

The quantitative analysis of survey data provided an initial indication of the background contexts and perceived outcomes for the evaluation, as well as the extent to which the latter changed during programme implementation. However, caution is recommended in interpreting the changes between baseline and follow-up in a causal sense, for several reasons. Firstly, the analysis was not structured to reconstruct a counterfactual scenario. Secondly, these findings merely reflect perceptions from staff or pupils, and do not consider unconscious biases that may unknowingly influence perceptions of those who are invested in programme implementation (e.g. the so-called *sunk costs fallacy*[10]). Thirdly, those perceptions tend to be different for pupils and school staff, in line with the 2022-23 National Behaviour Survey (Department for Education, 2024), which weakens

[10] The sunk cost fallacy refers to individuals continuing a course of action despite knowing that abandoning it would be more beneficial, because they have already invested significant resources that cannot be recovered.

the construct validity of perception as an outcome measurement. Finally, only staff responses, and a limited number of them, could be individually paired between baseline and follow-up.

2.4.2 Qualitative data limitations

While the qualitative case study data has allowed an initial framing of a diversity of contexts, outcomes, and mechanisms of change, there are three main issues that limit its ability to answer the evaluation questions with great depth or accuracy at this interim stage: they relate to quality, quantity, and design.

Quality: The quality of the case study data was mixed. Available data for the analysis consisted only of interview notes rather than interview transcripts[11]. Not being able to access participant reflections in their own words and not seeing the full transcripts of interviews made it difficult to reliably understand the meaning key informants wanted to convey.

Quantity: Only three case studies included a sufficiently high number of interviews and focus groups across lead and partner schools to be representative of the range of perspectives required for a comprehensive understanding of the case.

Design: The initial design of the interviews was not fully aligned with a Realist Evaluation approach. Consequently, they did not fully investigate mechanisms of change that were triggered in specific contexts. The next phase of fieldwork will explore contexts and mechanisms in more detail, which will in turn help to mitigate information gaps when drafting the final report of the evaluation.

[11] Qualitative data used in this report was limited to interview notes provided by Ecorys. Neither the original transcripts nor the audio recordings were provided. The evidence base for the case studies was complemented by a limited number of notes from stakeholder interviews and exit interviews.

3. Behaviour outcomes in Behaviour Hubs partner schools

Key findings:

Positive changes in overall behaviour ratings between baseline and follow-up were reported in the staff surveys[12]. The largest positive changes were reported by staff in schools receiving extended support and in schools with high deprivation levels. In contrast overall changes in pupils' behaviour ratings between baseline and follow-up were negative but small, although small positive change was observed in schools with high deprivation levels. No differences were found by support type.

According to interviewed staff from partner and lead schools, before the Behaviour Hubs programme:

- school behaviour policies focused on punishment with few incentives for good behaviour
- behaviour was often treated as separate from teaching and learning, and incidents typically led to the temporary removal of pupils from class
- existing behaviour management strategies were ineffective due to the lack of agreed definitions of good and poor behaviour, severity / desirability scales, poor communication of rules, and inconsistent teachers' assessments and reactions
- behaviour management responsibilities were mostly held by the SLT, and parents were poorly engaged

In contrast, after the intervention:

- there was an increased focus on rewarding positive behaviour, which was appreciated by pupils, and on de-escalating behaviour incidents in class, paying attention to communication and positive pupil engagement
- new behaviour severity/desirability scales had either been created or better communicated throughout the school, with infographics and visuals hung on walls; new behaviour rule-enforcing routines had been introduced to minimise teacher discretion and improve predictability

[12] Differences before and after the implementation of the Behaviour Hubs programme found in the cross-sectional and longitudinal analysis cannot be fully interpreted as an effect of programme implementation. For more information about the limitations of these analyses refer to Section 2.4.1.

- more opportunities to discuss behaviour management, co-create, test, and communicate policies and rules had been created among teachers and between teachers and the SLT; parents were more actively engaged

While reporting on perceptions of overall behaviour as they emerge from the surveys (Section 3.2), it is important to recognise that a key objective of the Behaviour Hubs programme is to bring about change in factors influencing behaviour, such as behaviour culture and consistency in rule and policy application. These are discussed in Section 3.3, including how such factors have been changed by the programme. However, background literature shows there are other factors potentially shaping behaviour that are not directly tackled by the programme. These are listed in Section 3.1 as "external factors" because they are unaffected by the programme but are crucial for understanding observed outcomes.

3.1 External factors affecting pupil behaviour

This section lays out some of the factors potentially affecting outcomes, and thus possibly affecting the functioning of the programme, that the intervention could not exert influence on. This is either because they are historical and difficult to change or because they preceded the programme launch. These factors are type of school (primary, secondary, special, AP), school size, and school deprivation levels[13].

School type can potentially affect programme outcomes. Over 99% of respondents for the pupil survey and 65% of staff survey respondents came from secondary schools (the remaining pupils came from all-through schools; see Table A5 for overall response rates and Table A6 for response rates by school type). Of the 16 partner schools that were included in the qualitative analysis, 9 were secondary schools (56%). Approximately 25% of the staff survey respondents are from primary schools, which in turn make up 19% (3 out of 16) of our case study schools. Staff respondents from special schools and AP schools account for about 3% and 4% of the total survey respondents, respectively. In turn, they each constitute 12% (2 out of 16) of the case study sample.

High levels of deprivation can also potentially affect programme outcomes. For instance, according to DfE[14], pupils coming from areas with higher levels of deprivation are at higher risk of poor behaviour compared to those coming from affluent areas. Around 80% of respondents from the pupil survey and 72% from the staff survey belong to schools

[13] Two deprivation levels were assigned to schools based on the proportion of pupils eligible for Free School Meals (FSM). Schools with more than 33% of pupils eligible for FSM were classified as having a high level of deprivation. Schools with 33% or fewer eligible pupils were classified as having a low level of deprivation.
[14] See Department for Education (2012) Pupil behaviour in schools in England. Research Report DFE-RR218.

with relatively low levels of deprivation (as defined by less than 33% of pupils being eligible for FSM) (see Table A7). The average proportion of pupils eligible for FSM in the case study sample was 31%, with a range of 10% to 62%. Six out of 16 schools (38%) in the case study sample are classified as deprived according to the above definition. School size also varied greatly. While this indicator was not collected in the surveys, in the case study sample it ranged from 4 to 130 teachers per school and 15 to 2,345 pupils per school.

Overall, the 16 partner schools selected for the qualitative analysis closely matched the survey samples on the aforementioned characteristics. However, special and AP schools and schools with a high level of deprivation were slightly over-represented in the case studies (12% and 38%, respectively) compared to the whole population of schools in the programme (4% and 25%, respectively).

3.2 Behaviour ratings by staff and pupils

This section presents the main findings from the longitudinal analysis, focusing on survey questions related to pupil behaviour. Findings from the cross-sectional analysis were also included when appropriate to check for robustness or used directly to draw conclusions if the longitudinal analysis limitations prevented sub-group analysis. Overall, schools receiving extended support and those with high deprivation levels showed the greatest positive change in behaviour ratings. However, a discrepancy emerged between staff and pupil responses. While staff ratings of pupil behaviour improved from baseline to follow-up, pupil ratings saw a slight decline. This decline was notably driven by schools with low deprivation levels, irrespective of the support type their schools received.

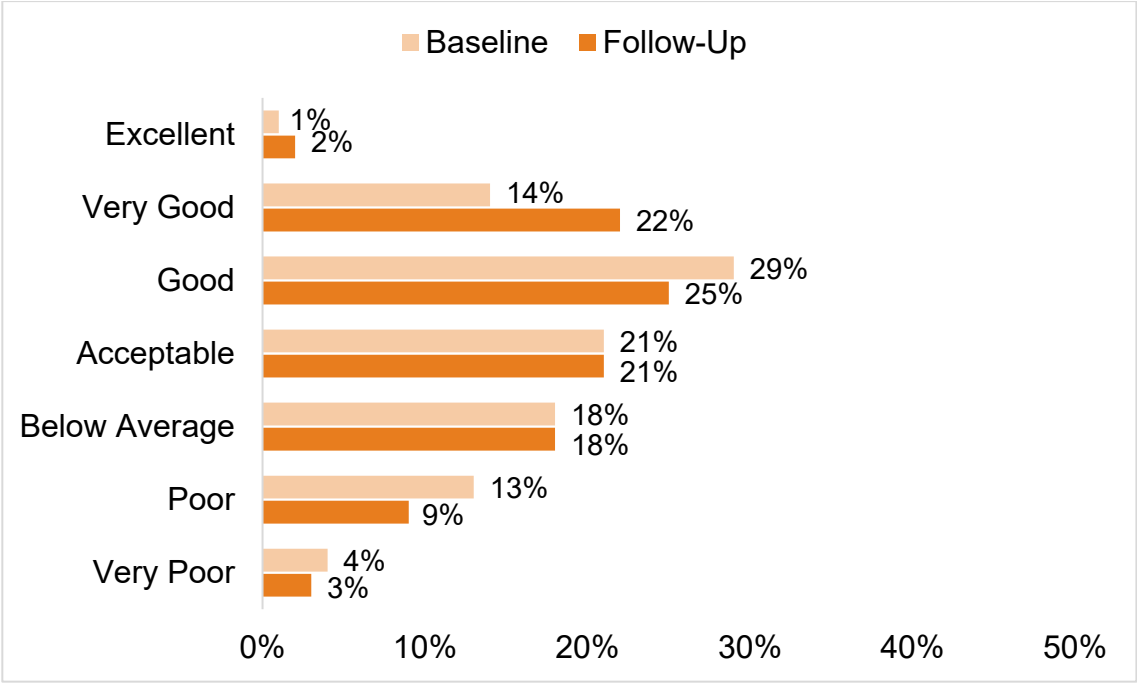
3.2.1 Staff ratings of pupil behaviour

Individual-level longitudinal analysis using multilevel regression models was conducted to determine how outcome perceptions changed for each staff member, as well as what additional factors may have been associated with the degree of change between the baseline and follow-up surveys. One of the models considered changes in the proportion of staff rating pupil behaviour as ‘good’, ‘very good’, or ‘excellent’ across survey waves.

The proportion of staff giving a positive answer of either ‘good’, ‘very good’, or ‘excellent’ to the question “In general, how would you rate pupil behaviour in your school?” increased overall between baseline and follow-up from 44% to 49%

(Figure 2)[15]. The proportion rating behaviour as 'good' decreased slightly from 29% to 25%, but for those who gave 'very good' as an answer the proportion increased (from 14% to 22%), as well as those answering 'excellent' (from 1% to 2%).

Figure 2: Staff ratings of pupil behaviour at baseline and follow-up



Base: Matched staff across baseline and follow-up surveys (n=1,290).

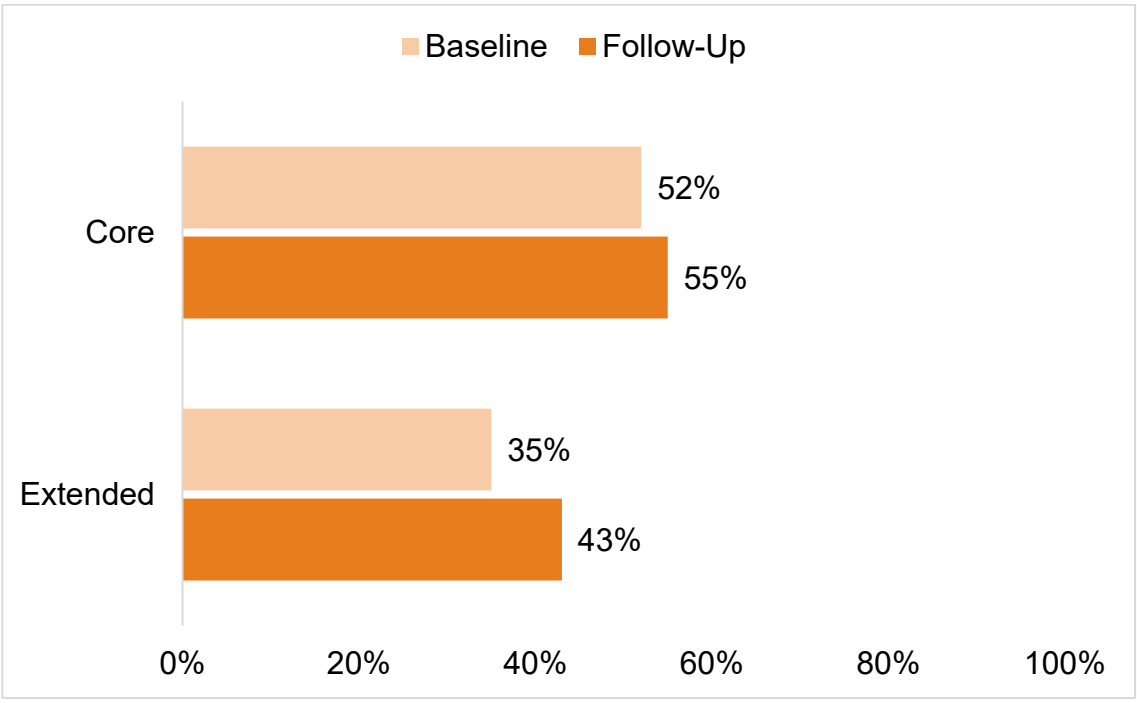
Source: Longitudinal dataset. Staff baseline surveys and staff follow-up surveys. Survey question: In general, how would you rate pupil behaviour in your school?

The analysis then investigated whether associated variables of interest had a significant impact on the degree of change between waves. Of the variables examined, type of support and deprivation level were found to have a significant impact on outcomes, whereas no significant difference was found by geographic region. At baseline, 35% of staff survey respondents in schools on extended support rated behaviour positively and 43% did so at follow-up, whereas the difference between baseline and follow-up for staff in core support schools was not statistically significant (Figure 3) [16].

[15] These findings are confirmed by comparing the unpaired baseline and follow-up samples, which allow further disaggregation between staff type because of their larger size. At baseline, 50% of school leaders and 32% of teaching staff rated pupil behaviour as 'good', 'very good', or 'excellent', which increased respectively to 65% and 38% at follow-up (see Table A8).

[16] The unpaired staff surveys also confirm that staff in extended support schools were more likely to rate pupil behaviour positively at follow-up compared to staff in core support schools. Analysis of the unpaired surveys showed that the proportion of staff rating behaviour positively in schools on the extended support stream increased from 26% to 43% (Figure A17), while there was no significant difference between baseline and follow-up for staff in core support schools.

Figure 3: Percentage of staff rating pupil behaviour as good, very good or excellent at baseline and follow-up by school support stream



Note: Disaggregation of percentages by all categories is available from NatCen upon request.

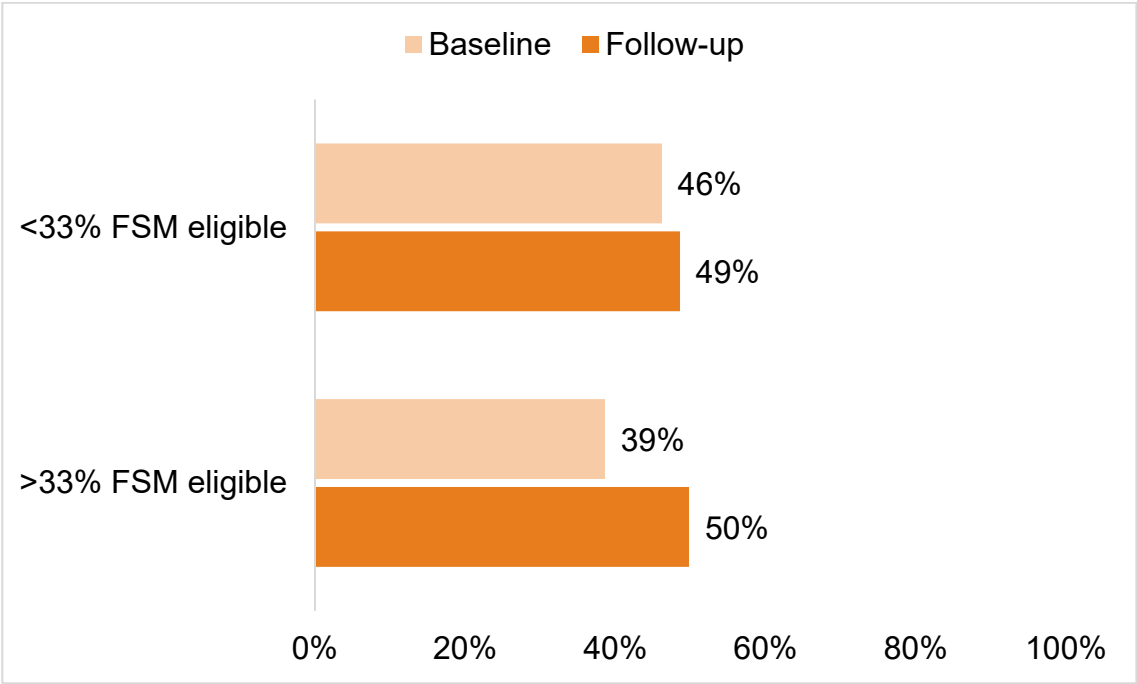
Base: Matched staff in schools on the core support stream across baseline and follow-up surveys (n=666). Matched staff in schools on the extended support stream across baseline and follow-up surveys (n=601).

Source: Longitudinal dataset. Staff baseline surveys and staff follow-up surveys. Survey question: In general, how would you rate pupil behaviour in your school?
Responses from schools with missing support stream information not charted.

In addition to type of support, deprivation level also seems to be associated with the extent of change between baseline and follow-up. According to the longitudinal analysis, Figure 4 shows that the proportion of staff respondents rating behaviour positively increased by 3 percentage points in schools with a low level of deprivation[17], namely from 46% to 49%, compared to 11 percentage points for schools with a high level of deprivation[18] (from 39% to 50%)[19].

[17] Those with <33% of pupils eligible for FSM
[18] Those with >33% of pupils eligible for FSM
[19] This analysis is also confirmed by the unpaired datasets. The proportion of staff respondents rating behaviour positively increased by 6 percentage points in schools with a low level of deprivation, namely from 37% to 43%, compared to 17 percentage points for schools with a high level of deprivation (from 29% to 46%).

Figure 4: Percentage of staff rating behaviour as good, very good or excellent at baseline and follow-up by school rates of FSM eligibility



Note: Disaggregation of percentages by all categories is available from NatCen upon request.

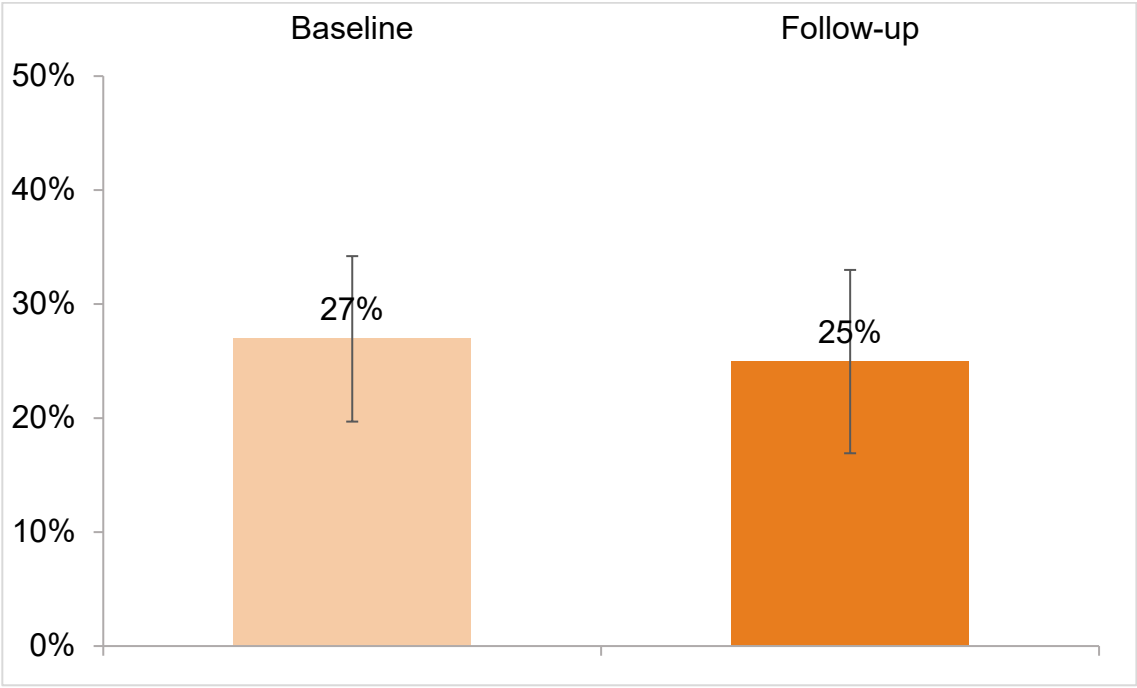
Base: Matched staff across baseline and follow-up surveys in schools with <33% FSM eligibility (n=937) and >33% FSM eligibility (n=329).

Source: Longitudinal dataset. Staff baseline surveys and staff follow-up surveys. Survey question: In general, how would you rate pupil behaviour in your school?
Responses from schools with missing FSM information not charted.

3.2.2 Pupil ratings of pupil behaviour

Regarding pupil survey respondents' ratings of pupil behaviour, a time-series analysis was undertaken on the pupil survey datasets to understand the differences between baseline and follow-up. This analysis uses school level aggregates of pupil responses and therefore does not look at changes in the rating expressed by the same individual over time. On average, the proportion of pupils rating behaviour positively decreased from 27% to 25% between baseline and follow-up (Figure 5). This slight difference between baseline and follow-up did not vary significantly by most of the characteristics considered. For example, comparison between unpaired baseline and follow-up samples shows that the proportion of pupils rating behaviour positively stayed almost the same between baseline and follow-up, both for extended support schools (29% from 30%) and for core support schools (33% from 36%) (Figure A16).

Figure 5: Mean of the percentage of pupils rating behaviour as good, very good or excellent at baseline and follow-up

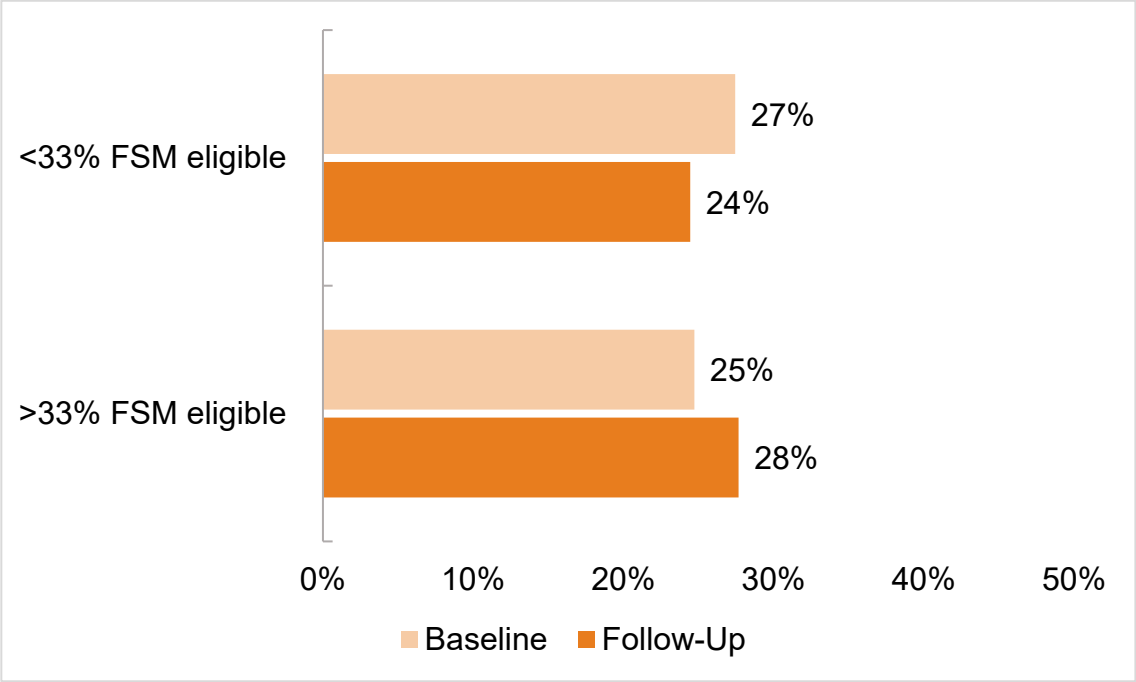


Base: Matched schools across baseline and follow-up surveys (n=77).

Source: Longitudinal dataset. Pupil baseline surveys and pupil follow-up surveys aggregated at the school level. Survey question: In general, how would you rate pupil behaviour in your school?

Small variation is also present when accounting for deprivation levels. Specifically, among schools with a high level of deprivation, the proportion of pupils rating behaviour positively increased from 25% to 28%, while in schools with low levels of deprivation (which account for about 80% of the pupil survey sample) this percentage decreased from 27% to 24% (Figure 6). This trend was confirmed by the comparison of non-paired samples (Figure A14), where the pupil rating decreased slightly from 34% to 31% in schools with a low level of deprivation, while barely increasing from 31% to 32% in schools with a high level of deprivation.

Figure 6: Mean of the percentage of pupils rating behaviour as good, very good or excellent at baseline and follow-up by school levels of FSM eligibility



Base: Matched schools across baseline and follow-up surveys with <33% FSM eligibility (n=62) and >33% FSM eligibility (n=14).

Source: Longitudinal dataset. Pupil baseline surveys and pupil follow-up surveys aggregated at the school level. Survey question: In general, how would you rate pupil behaviour in your school?

In conclusion, there appear to be positive changes in the overall perception of pupil behaviour for schools receiving extended support, as evidenced by sizeable changes among school staff and smaller changes among pupils. Additionally, staff and pupils in schools with high levels of deprivation have shown improved perceptions of pupil behaviour, with a similar pattern of larger changes in staff perceptions compared to those of pupils. However, in schools with low levels of deprivation, a discrepancy exists between staff and pupils: while staff report a small positive change from baseline to follow-up, pupils perceive behaviour to have worsened.

3.3 Factors affecting pupil behaviour targeted by the programme

This section builds on Section 3.1 and combines survey and qualitative data to outline additional pre-existing factors potentially affecting pupil behaviour, and thus possibly programme outcomes. Unlike the external factors discussed in Section 3.1, those discussed in this section are explicitly targeted by the programme: section 3.3.2 discusses the extent to which these seem to have been changed by it.

Based on programme documentation and interviews, the factors targeted by the programme are organised in three categories:

- overall approach to tackling behaviour
- implementation of behaviour policy and application of rules
- governance and relationships

Section 3.3.1 below paints a 'baseline' picture describing the situation of partner schools when they joined the programme (all the survey data presented refer to the baseline). Before the Behaviour Hubs Programme, behaviour policies predominantly emphasised punishment, offering few incentives to encourage good behaviour. Behaviour was often viewed as distinct from teaching and learning, leading to frequent removal of pupils from class and poor lesson attendance. Many schools struggled with ineffective behaviour management strategies due to the absence of a clear definition of good behaviour, a lack of severity scales, and inconsistent de-escalation techniques among teachers. Additionally, the responsibility for behaviour management often rested solely on SLT members, exacerbating the issue.

In contrast, Section 3.3.2 illustrates how the situation had changed after a few months into the programme, ranging from 3 to 12 months. After the intervention, belief in the effectiveness of policies that focus on punishment diminished, while belief in the value of rewarding positive behaviour increased. Some partner schools reported a newfound willingness to resolve behavioural issues and implement de-escalation strategies in class, rather than removing pupils. Between baseline and follow-up surveys, staff reported improvements in the consistency and application of rules, although pupils reported the opposite. Additionally, some teachers noted more opportunities to discuss behaviour management in their schools, leading to the development and testing of new policies and rules.

It is important to note that some of the insights reported in Section 3.3 might have been observed in one or multiple schools. While survey findings are used, the main goal of this analysis is the qualitative understanding of processes of change and change mechanisms, rather than gaining insight on how prevalent these occurrences are.

3.3.1 Snapshot at programme launch

3.3.1.1 Overall approach to tackling behaviour

Upon enrolment in the programme, the 16 partner schools included in the case study sample were in different phases of their journeys in tackling pupil behaviour. Several had compliance-based systems designed around punishment, with little or no rewarding of good behaviour. In some of the schools, examples of de-escalation techniques appeared to focus on shame and humiliation, with interventions performed relatively late in the

process and without monitoring of early warning signs. In such contexts, pupils were largely deemed to be the main cause of disruption, which created a negative teacher-pupil relationship based on pupil-blaming[20].

In addition, staff regarded behaviour issues as separate from teaching and learning, and typically no holistic approach was taken in this sense. The typical intervention addressing misbehaviour could lead to, at a minimum, temporary removal from the classroom. This caused poor lesson attendance and high amounts of lost learning time.

The survey data for pupils and staff in both the cross-sectional and longitudinal analyses showed that positive behaviour tended to be more rewarded in schools with higher deprivation levels.

3.3.1.2 Implementation of behaviour policy and application of rules

When first enrolled on the programme, most schools in the qualitative sample reported having at least some elements of a system in place for tackling and monitoring behaviour. For example, staff reported setting out expectations at the beginning of the year, or having tried approaches like “Thrive”[21], ”123 Magic for Teachers”[22], or the CPOMS[23] system to record behaviour related events.

However, according to the case studies’ key informants, these activities were not leading to significant improvements in pupil behaviour for several reasons. These included:

- the lack of an agreed definition of good or poor behaviour, which made teacher judgments of good or poor behaviour subjective; and the absence of a scale measuring behaviour severity or desirability
- differences in teachers’ approaches to de-escalation and in severity of teachers’ reactions to similar behaviour incidents, creating confusion and uncertainty (and hence anxiety) in children, distracting from learning
- the lack of awareness of behaviour approaches in use, and poor communication of these approaches resulting in teachers and children’s lack of understanding

> “Staff need constant reminding of the policies and the children need constant reminding of behavioural expectations” – *Partner school SLT, Primary, Core Support, Low Deprivation Level*

Several questions in both the pupil and staff surveys tackled issues of clarity and consistency of school rules. According to the cross-sectional analysis, at baseline expectations seemed to be relatively clear, with 80% of pupils agreeing or strongly

[20] Some pupils reported having no say in how their school was run.
[21] https://www.thriveapproach.com/
[22] https://www.123magic.com/positive-parenting-solutions/teachers
[23] https://www.cpoms.co.uk/

agreeing with the statement “I know how the school expects me to behave and why” (see Table A20), 62% agreeing or strongly agreeing with the statement “My school’s rules on behaviour are easy to follow” (see Table A21), and 69% agreeing or strongly agreeing with “Our headteacher and other school leaders are visible and remind pupils about the behaviour rules” (see Table A23).

In contrast, staff responses for similar questions showed slightly lower rates of agreement. According to the cross-sectional analysis at baseline, 67% of staff agreed or strongly agreed with the statement “There is a clear vision of what is expected and meant by good behaviour” (see Table A20), 62% agreed or strongly agreed with the statement “The policy, rules and routines are easy to follow” (see Table A21), and 73% agreed or strongly agreed with the statement “Pupils are provided with information to ensure they know how they are expected to behave when they join the school, and then regularly reminded” (see Table A23).

Finally, the cross-sectional analysis also evidenced that the consistency in application of rules seemed to be less widespread as only 46% of pupils agreed or strongly agreed with the statement “The rules are applied fairly and consistently to all pupils” at baseline (see Table A22). In contrast, while 69% of staff at baseline agreed or strongly agreed with the statement “It is clear how I should apply the behaviour rules consistently and fairly across the school environment, including making reasonable adjustments” (see Table A22), only 39% agreed or strongly agreed that “Behaviour rewards and sanctions are used fairly and effectively with all pupils and classes” (see Table A22).

Moreover, additional cross-sectional analyses highlighted differences between schools receiving core support and those on extended support, as well as variations by deprivation levels[24]. Staff from schools on core support were more likely to agree or strongly agree with various statements compared to those from schools on extended support. For instance, 72% of staff from core support schools agreed with “There is a clear vision of what is expected and meant by good behaviour” compared to 62% from extended support schools, and 67% versus 56% for “The policy, rules and routines are easy to follow.” Similarly, 71% of staff from core support schools agreed with “Pupils are provided with information to ensure they know how they are expected to behave when they join the school, and then regularly reminded” compared to 64% from extended support schools.

Additionally, differences by deprivation levels were observed. For “The rules are applied fairly and consistently to all pupils,” 49% of pupils from schools with high deprivation levels agreed with the statement compared to 46% from schools with low deprivation levels. In the case of “It is clear how I should apply the behaviour rules consistently and fairly across the school environment, including making reasonable adjustments,” 70% of

[24] Disaggregation by all response options and by support type and deprivation level is available from NatCen upon request.

staff from core support schools agreed compared to 62% from extended support schools, with a statistically significant but minimal difference by deprivation level. Finally, for "Behaviour rewards and sanctions are used fairly and effectively with all pupils and classes," 42% of staff from core support schools agreed compared to 33% from extended support schools, with a slight increase for schools with higher levels of deprivation (40% vs. 37%).

3.3.1.3 Governance and relationships

Regarding governance, certain teachers observed upon programme launch that responsibilities for behaviour predominantly rested with the SLT rather than being distributed across the school staffing structure. Additionally, teachers did not engage in regular discussions about behaviour either among themselves or with pupils and parents. Teachers typically had minimal involvement in making decisions regarding behaviour policies, and, more broadly, pupils were not included in school governance processes at all.

According to the cross-sectional analysis, pupil and staff opinions differ again on this matter. Only 38% of pupils agreed or strongly agreed that "Teachers and school staff have positive, respectful and supportive relationships with all pupils" (see Table A18). This proportion was slightly higher in schools with high deprivation levels (41%) compared to schools with low deprivation levels (38%) (Figure A21). In contrast, the proportion of staff who agreed or strongly agreed that "School staff show respect for others / colleagues and demonstrate how to have positive relationships" was 76%. This proportion was slightly higher (78%) in core support schools in contrast to extended support (74%) (Figure A25).

3.3.2 Changes potentially caused by the programme

The Behaviour Hubs programme was never intended to affect the basic characteristics of schools that potentially affect pupil behaviour such as type, size, and geographic area, but aimed instead to change practices, mindsets, and culture. This section offers an overview of outcomes achieved by the programme as they have emerged from the surveys and case study evidence so far[25].

The case study data provides early evidence of several different types of change that were potentially triggered by the programme. It is not possible based on current evidence to estimate how widespread those changes are. However, this data can be used to develop an evidence-informed conceptual framework that can be used to design additional data collection. The latter would aim at estimating the extent of these changes, strengthening (or weakening) the evidence base supporting the hypothesis that they

[25] Please note that the presented changes have been observed in either one or multiple cases, and they are not meant to be interpreted as universal changes or changes with a specific coverage at this time.

were caused by the programme, and explore additional change mechanisms, outcomes and causes, related or unrelated to the Behaviour Hubs Programme.

3.3.2.1 Overall approach to tackling behaviour

Following participation in the programme, school staff and SLT attitudes towards tackling behaviour shifted. Beliefs in the effectiveness of punishment weakened, and there was now increased emphasis on rewarding positive behaviour. Rewards for positive behaviour were created in schools that had no existing rewards structure. In schools that already had such a structure in place, increased efforts were made to ensure consistent implementation, increasing the number of pupils receiving rewards[26]. Some pupils reported appreciating point systems that allowed them to earn rewards.

Consistent with the new focus on rewarding positive behaviour reported in interviews, cross-sectional analysis showed that the proportion of staff who agreed or strongly agreed with the statement "There is a culture of recognising and celebrating positive behaviour at our school" increased from 64% at the baseline survey to 70% at follow-up (see Table A24). This increase was mostly demonstrated in schools on extended support. Ratings among staff in schools on core support saw a slight increase from 64% to 66%, while for schools on extended support, there was a large increase from 54% to 66%. The increase was also more marked among staff in schools with higher deprivation levels (64% to 74%) than among those in schools with lower deprivation levels (58% to 63%).

The proportion of pupils who agreed or strongly agreed with the statement "When I behave well, the staff at school recognise and celebrate it" stayed constant between baseline and follow-up at 31% (see Table A24), including when broken down by type of support and deprivation levels.

Staff from some of the partner schools reported a new willingness to solve behavioural issues and implement de-escalation strategies in class, rather than removing pupils from the classroom. This reduces the time pupils spend outside of class and shifts the responsibility for tackling poor behaviour from senior leaders to classroom teachers. Moreover, for some staff, behaviour management was regarded with the same importance as teaching the curriculum. A more holistic approach was adopted, recognising the interconnectedness of teaching and learning and acknowledging that excellence cannot be attained if poor behaviour persists.

Some teachers reported a heightened focus on the nature and quality of communication, both verbally and via body language, between teachers and pupils. They were informed that the way they communicate with pupils plays a crucial role and were encouraged to

[26] This emerged from a handful of case studies, including a secondary school on core support with low deprivation, and an AP school on extended support with high levels of deprivation.

exemplify positive behaviour through their own communication practices. It was reported that pupils were encouraged to express their opinions and feelings and given the opportunity to rectify mistakes in class. Dedicated staff are on call to go to the class and contribute to the de-escalation process if needed.

Some staff noted a shift from previous practices where, following the programme, only the SLT has the authority to remove pupils from classrooms. In some cases, when this occurred, pupils interacted with a 'reset manager' who, prioritising principles of mental health and well-being over punishment, assists the pupil in understanding what went wrong. The referral process, which requires pupils to be taken out of the classroom by a member of staff, has been reframed in some schools and was evident in new terminology. For example, in one school, the referral room was rebranded as the 'reset room'.

Finally, there was a new or renewed focus on prevention. Behaviour monitoring systems were either strengthened or implemented to understand the causes of specific persistent behaviours and the contexts (e.g. classes and times of day) in which they arise. These systems also aim to spot early warning signs and design more specific and tailored interventions to prevent minor behaviour issues from escalating into serious incidents requiring severe sanctions.

3.3.2.2 Implementation of behaviour policy and application of rules

Some schools reported changes in policies to formalise their new approach to behaviour management[27]. However, policies in themselves are only a document and are unlikely to contribute to positive changes unless they are systematically and consistently implemented.

To achieve meaningful implementation, schools reported focusing on two key practices:

- involving more staff (including teaching staff) in the creation and communication of rules, as well as clarifying the responsibilities of different staff profiles in the process
- improving the ways rules are communicated across schools to both teachers and pupils, putting particular emphasis on visualisation, simplicity of language, and repetition / reiteration / reinforcement

The case studies include several instances of the latter strategy, such as dissemination of new behaviour rules which include refined scales of desirability for good behaviour, and / or refined scales of severity for misbehaviour (with related refined scales of rewards

[27] For example, one school updated its suspension and permanent exclusion policy, in response to them changing their perspective on what were reasonable sanctions and reactions (large secondary school on core support, low deprivation). Policy updates were also reported by a primary school on extended support, low deprivation.

and sanctions). In some cases, the rules had been reinforced through visual displays and posters, hung in every classroom and common room. Some schools were now using behaviour charts in class, where not only is the sanction/reward system outlined but behaviour events are also logged. These charts are publicly visible and can also be viewed by parents.

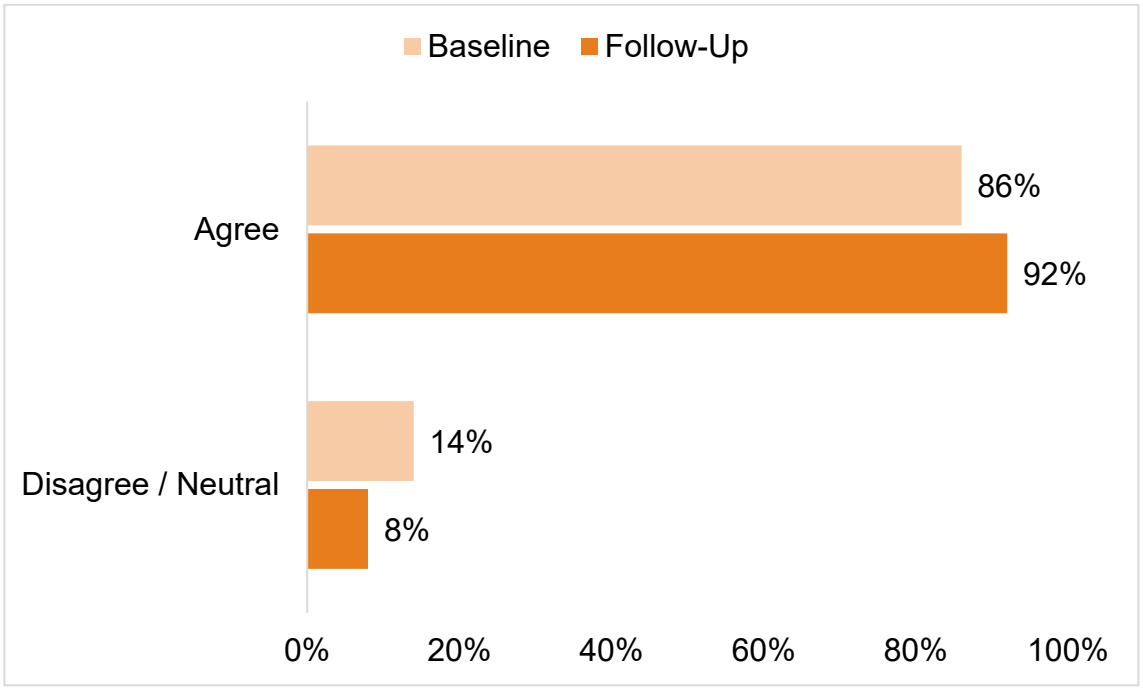
In some cases, schools have implemented new, comprehensive routines at the start and end of lessons[28]. These routines include reinforcing behaviour expectations for both pupils and staff. Coupled with improved understanding among both pupils and staff regarding the actions taken to de-escalate behaviour incidents, these measures can create a more predictable environment. Reduction in uncertainty and anxiety was believed to benefit both teachers and pupils.

Some teachers reported that parents of pupils with special education needs and disabilities (SEND) expressed concerns about a greater emphasis on standardisation. They feared that this approach might lack the flexibility and appropriateness required to address the additional needs of their children. Such concerns were appeased in time as parents witnessed the improvements in behaviour and school environment brought on by standardisation, and how such improvements eventually brought benefits to the entire pupil body, including their children [29].

In the longitudinal analysis, a composite variable was created by merging five staff questions regarding implementation of policy and application of rules. The percentage of staff positively rating consistency and application of rules improved 6 percentage points between baseline and follow-up (from 86% to 92%) (Figure 7).

[28] For example, meeting and greeting at the door, a formal welcome, singing in some cases, pupils to take off their coats at the start of the lesson and put them back on at the end, and a calm controlled exit.
[29] Large secondary school on core support, low deprivation.

Figure 7: Percentage of staff reporting positively on the consistency and application of behaviour rules at baseline and follow-up



Base: Matched staff across baseline and follow-up surveys (n=1,290).

Source: Longitudinal dataset. Staff baseline surveys and staff follow-up surveys. Survey questions: (1) There is a clear vision of what is expected and meant by good behaviour. (2) The policy, rules and routines are easy to follow. (3) All staff apply the behaviour rules and procedures as set out in our vision and policy. (4) It is clear how I should apply the behaviour rules consistently and fairly across the school environment, including making reasonable adjustments. (5) Behaviour rewards and sanctions are used fairly and effectively with all pupils and classes.
Responses were along a 5-point Likert scale from strongly agree to strongly disagree. The binary indicator was coded 1 if respondents agreed or strongly agreed with any of the statements, and 0 otherwise.

On comparison of unpaired samples at baseline and follow-up no change was found for a clear vision of behaviour[30] or ease of following rules[31]. There was, however, an increase in the perceived consistency in application of rules: the proportion of staff agreeing or strongly agreeing that "Behaviour rewards and sanctions are used fairly and effectively with all pupils and classes" increased from 39% to 52% between baseline and follow-up (see Table A22). The largest positive changes were observed in schools with higher deprivation levels and in schools on extended support. In schools with lower levels of deprivation the proportion of staff agreeing or strongly agreeing with the statement increased from 37% to 41%, while the increase was larger (from 38% to 46%) in schools

[30] The proportion of staff who agreed or strongly agreed with the statement "There is a clear vision of what is expected and meant by good behaviour" slightly decreased from 54% to 53%.
[31] The proportion of staff who agreed or strongly agreed with the statement ""The policy, rules and routines are easy to follow" increased from 52% to 54%.

with higher levels of deprivation. The change was marginal for schools on core support (40% to 41%) compared to schools on extended support (34% to 43%)[32].

The cross-sectional pupil survey analysis returned similar results at baseline and follow-up on most aspects, with no significant changes in expectations[33] and similar questions. The proportion of pupils agreeing or strongly agreeing with the statement "Our headteacher and other school leaders are visible and remind pupils about the behaviour rules" remained largely the same between baseline and follow-up (69%) (see Table A23). A small decrease was observed in schools with higher deprivation levels (73% to 72%) while no change was observed in those with lower deprivation levels. No changes were observed by type of support. Moreover, change on the ease of following rules[34] between baseline and follow-up was not statistically significant (see Table A21). While staff reported improvements in consistency, pupils did not. The proportion of pupils who agreed or strongly agreed that "The rules are applied fairly and consistently to all pupils" decreased very slightly from 46% at baseline to 45% at follow-up[35] (see Table A22).

3.3.2.3 Governance and relationships

The nature of interactions between school staff seems to have changed as a result of the programme. In general, interviewees reported that there was more discussion around behaviour and exploration of what underpins pupil behaviour. Staff reported being given more opportunities to express their opinions and share experiences and information about behaviour management. Specific examples included meeting regularly to discuss behaviour data, what is working well and less well, and to ensure everyone is up to date with the latest changes in the rewards / sanctions system.

In some schools, behaviour policy writing groups have been established to co-create and develop new policies and rules[36], but also to monitor and review policies on an ongoing basis. This ensures they continue to adapt and stay effective. In other schools, behaviour working groups have been set up. Teachers have volunteered to trial new practices and provide feedback to the staff working group on their effectiveness and any implementation challenges. The tested innovations have then been considered by the working group and decisions have been made as to whether to scale up implementation across the school. Finally, in some schools, teachers have increased teacher to teacher

[32] Disaggregation by response options and by deprivation levels/type of supper is available from NatCen upon request.
[33] The proportion of pupils agreeing with the statement "I know how the school expects me to behave and why" remained largely the same at baseline and follow-up for schools on core support (80.2% to 79.5%), but slightly decreased for schools on extended support (from 82% to 79%). Agreement has equally slightly decreased for schools across all levels of deprivation.
[34] The proportion of pupils agreeing that "My school's rules on behaviour are easy to follow" has decreased from 62% to 59%. The decrease has been more marked for schools on extended support (63% to 58%) than on core support (62% to 60%).
[35] No difference by deprivation or type of support.
[36] Or a mission statement in one case (AP school on extended support, high levels of deprivation).

mentoring activities to support teachers who are slower or more hesitant / reluctant to implement the changes, or those who have recently joined the school.

Interviewees have referred to weekly sessions with new staff or staff needing support[37]. More specifically, a buddying system has been set up in a school to ensure consistent application of the behaviour policy, where teachers who are successfully implementing the new rules can support those who are not. Moreover, to ensure that staff turnover does not undermine the progress made, behaviour training has been embedded in the induction / onboarding process for new teachers.

Staff are not only interacting more often with other staff on behaviour matters, but also with parents. Some SLT staff have organised dedicated workshops to make parents aware of their new behaviour system, and the language being used in school to describe and sanction behaviour[38]. This means that expectations are not only clarified among teachers and pupils, but also with parents. For example, in some schools, parents are contacted at an earlier point about their child's behaviour, without waiting for matters to escalate into more serious incidents. In some schools, SLT discussed the possibility of hiring a dedicated staff member responsible for liaising with parents and for behaviour across the whole school.

In terms of how relationships are perceived in survey responses, results differ between pupils and staff. There was an increase in the proportion of staff who agreed or strongly agreed with the statement "School staff show respect for others / colleagues and demonstrate how to have positive relationships" (from 70% at baseline to 76% at follow-up in the cross-sectional analysis)[39] (Figure A25). At the same time however, the proportion of pupils who agreed or strongly agreed with the statement "Teachers and school staff have positive, respectful and supportive relationships with all pupils" decreased between baseline and follow-up in the unpaired analysis (from 39% to 35%)[40] (see Table A18).

[37] In this specific case, a special school on extended support.
[38] Special School on extended support.
[39] A similar increase was registered by level of deprivation (from 73% to 81% in schools with high levels of deprivation, and from 69% to 75% in schools with low levels of deprivation). Schools on core support registered a small increase (73% to 78%) while schools on extended support increased the extent of their agreement from 66% to 76%.
[40] In schools with higher levels of deprivation it largely stayed the same (41% to 40.9%) while the decrease was more significant for schools with lower levels of deprivation (38% to 35%).

4 How and why did the programme work (or not)?

Key findings:

The identified mechanisms of change included:

- discovery / improved understanding of what schools can realistically achieve in improving pupils' behaviour
- greater awareness of what improving behaviour entails: the importance of culture, consistency, routines, timing, sequencing, changes in governance and relationships
- higher confidence / reassurance that pre-existing plans are valuable and have merit

Analysis identified that change was triggered by:

- constructive interaction between well-matched lead and partner schools, particularly in-person
- exchange of views and experiences between similar partner schools
- investment in / availability of SLT capacity and direct involvement of teachers

Barriers to achieving change included:

- staff shortages in schools (particularly at the SLT level)
- poor matching between lead and partner schools

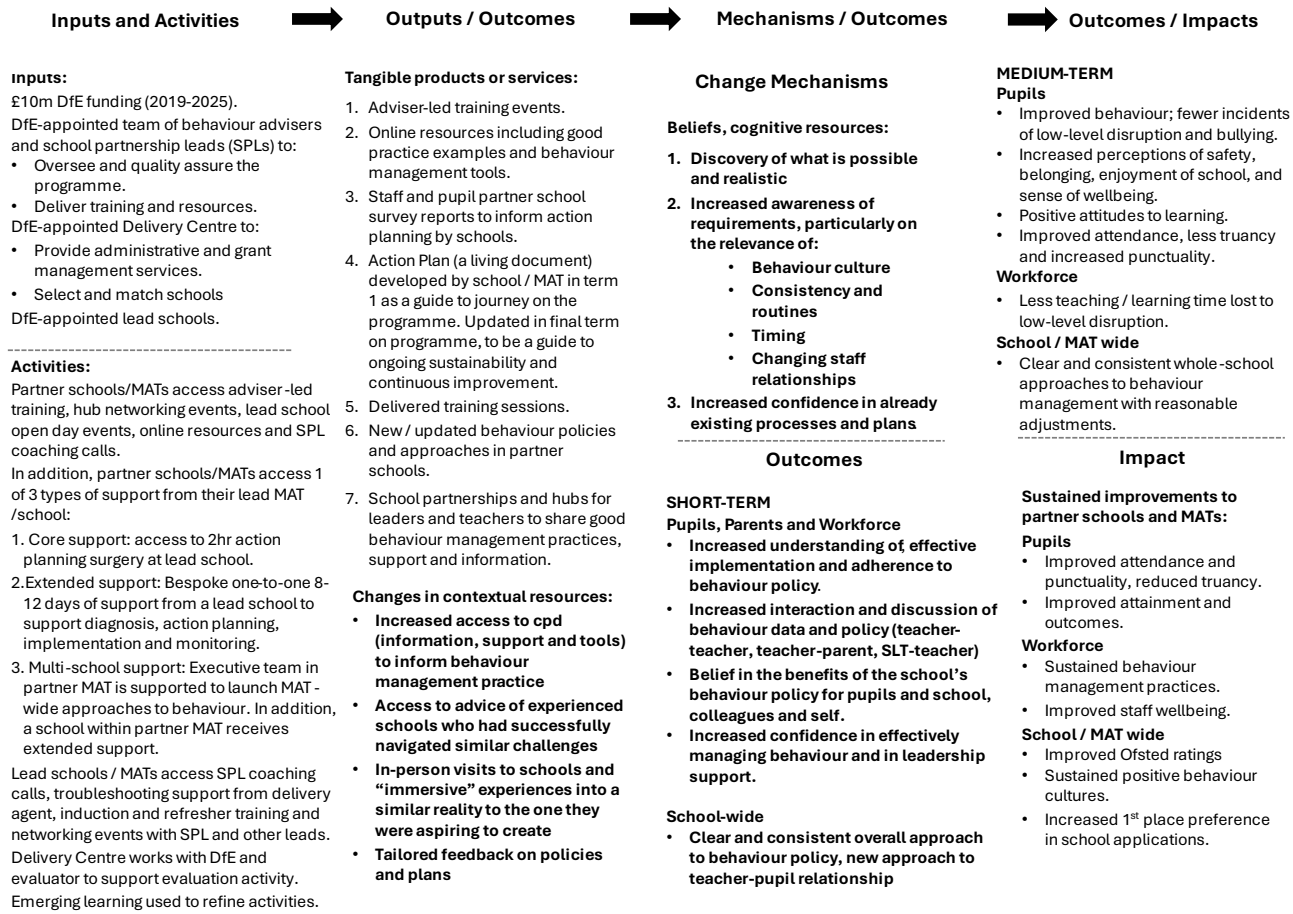
The analysis in this section seeks to understand how the Behaviour Hubs programme contributed to achieving the changes outlined in the previous section. It asks what difference the programme made, for whom, and what the key challenges were. The chapter is organised in four main sections. Section 4.1 presents the Behaviour Hubs Programme Theory of Change. Section 4.2 addresses the change mechanisms, or fine-grained explanations, that elucidate why outcomes were achieved. Section 4.3 describes the role played by the programme activities in triggering these change mechanisms. Section 4.4 reflects on what can be improved, and why in some cases the programme activities were not able to trigger the change mechanisms.

4.1 The Theory of Change

An initial Theory of Change (ToC) was developed in close collaboration with DfE and other stakeholders, which was eventually refined based on the empirical evidence

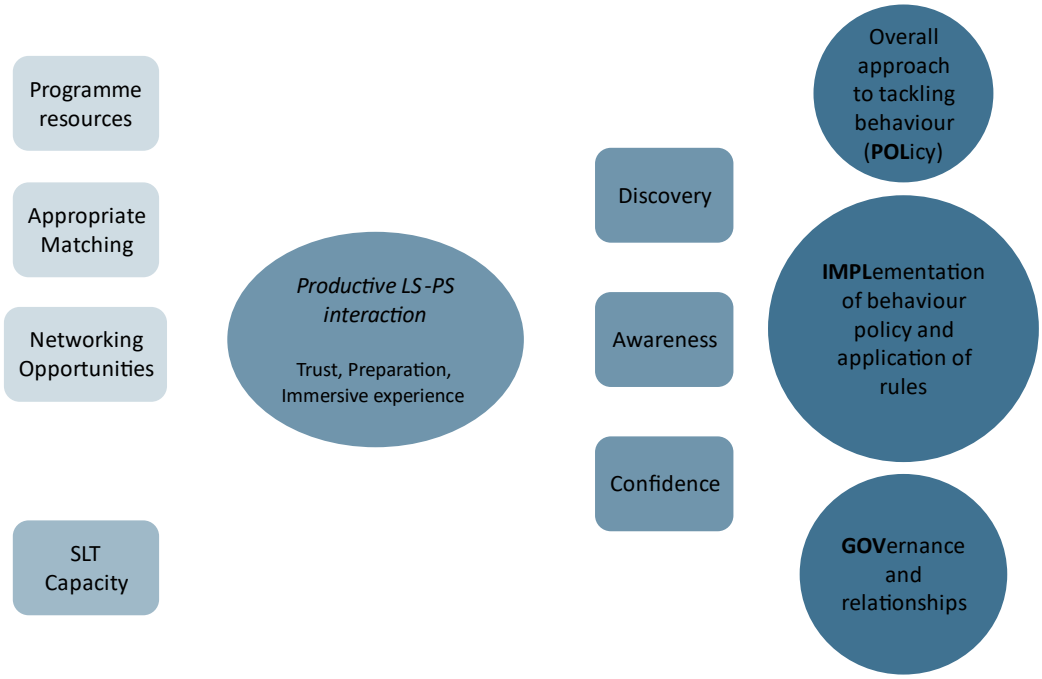
collected (mainly case study interviews). Figure 8 describes, on the left hand-side, the programme's inputs, activities, tangible products / services, as well as, on the right hand-side, medium and longer-term outcomes and impacts. In-between, the inputs, activities and products are expected to produce a change in contextual resources available to partner schools, which triggers a series of change mechanisms. The following sections of this chapter describe the set of change mechanisms extracted from the data collected so far, the processes that triggered them, and the challenges potentially preventing change. For an accessible version of the Theory of Change, see 6.4 Annex C: Accessible version of the Theory of Change.

Figure 8: The programme's Theory of Change



All the change mechanisms that emerged from the analysis of qualitative data revolve around the interaction between the partner school and the lead school. It is thus particularly important to remove the obstacles preventing this interaction from being productive, for example making sure that the matching works, and that the schools have adequate SLT resources to dedicate to the programme. To highlight this, a condensed version of the Theory of Change has been developed, that focuses on the key context, mechanism, and outcome (CMO) elements, as they emerged from the interviews (Figure 9).

Figure 9: Condensed Theory of Change with key Change-Mechanism-Outcome (CMO) elements



4.2 The change mechanisms

In order to properly illustrate and justify why the ToC has been refined in such a way, Sections 4.2 and 4.3 outline the reasons why some schools were able to "turn things around" and achieve the above outcomes, like fostering a new behaviour culture or effectively implementing already existing policies. Section 4.4 delves into the reasons why other schools were not so successful.

4.2.1 Discovery of the possible

Mostly through contact with lead schools, and partly also through contact with other schools, the partner schools were exposed to new possibilities in terms of behavioural change. Their beliefs on what is realistically possible to achieve changed during the programme.

> "There's been a shift in attitude and belief that things can be changed. [Before the programme] we would say "no, we can't do that with our pupils" whereas the lead school [kept saying that we could]" – *SLT from AP school on extended support*

Beliefs and attitudes were changed in a particularly effective way during visits to the lead school. Seeing behaviour policies in action convinced the partner school that some

aspirations were not unrealistic. They saw where they "could be at the end of the journey" if the Behaviour Hubs programme succeeded.[41]

> "We saw their behaviour policy in action. We did a lot of walkthroughs in the school, and they pointed out exactly what was happening, and the purpose of it" – *SLT from small primary school on core support*

4.2.2 Increased awareness of requirements

By interacting with lead schools, and partly also with other partner schools, the partner schools became aware of what is needed to improve behaviour, developing a detailed understanding of several different prerequisite conditions needed to bring about behaviour change: culture and overall approach, consistency and routine, timing and sequencing, and relationships with and among staff. This accelerated partner schools' progress as they were able to skip the trial-and-error process that some lead schools had often been through.

The relevance of behaviour culture

Interactions between lead and partner schools highlighted the importance of setting expectations. For instance, when one staff member in a partner school expressed concern that the children in their school would never be able to comply with a particular set of behaviour rules, one lead school staff member replied:

> "well you're never going to if you don't expect them to and you don't teach them to" – *Staff from lead school paired with two special schools*

Another partner school learned the importance of having a school-wide approach, a whole behaviour 'culture' spanning all aspects of school activities and engaging all staff, which prompted them to allocate more working hours to the behaviour lead. Specifically, they realised the importance of having the same rules apply to everyone, including teachers and SLT, in all classes and environments in the school equally. This included, for instance, not being allowed to wear coats indoors. Equality in terms of meeting the needs of every single child was also mentioned.

The relevance of consistency and routines

Schools learned that more structure is preferable to more teacher autonomy in deciding sanctions, despite some schools being sceptical that this could be effective before they saw it in action. They also learned that it's dangerous to "think you've cracked it",[42] and learned to appreciate the need for monitoring and constant review, until all children expect the same behaviour and the same standards from teachers. The partner schools

[41] SLT from secondary school on core support.
[42] SLT from large secondary school on core support.

acquired new tools (or confirmation that their own tools were appropriate) and 'know-how' from lead schools to improve consistency and routines, such as the use of pictorial flow charts or scripts being displayed in classrooms and corridors.

Timing, pacing, and sequencing

Schools recognised the importance of establishing priorities in the change process, ensuring that goals are both realistic and attainable. They emphasised starting small and gradually scaling up, avoiding haste and over-ambition. Careful management of expectations was emphasised, and schools committed to taking action only when fully prepared. A preference was developed for completing previous actions before introducing new measures. They realised the importance of avoiding introducing innovations at critical times like the middle of a term or right after Christmas, the importance of involving staff first and pupils later, and of not "spreading oneself too thin".

Understanding how staff relationships needed to change

Some schools understood that conversations with staff outside of the SLT were a fundamental part of the process of improving behaviour, with teachers expected to fully engage with it during the programme. Namely, it needed to be explained to staff why the changes being discussed or implemented were needed, and their input needed to be received, rather than just telling them "to get on with it". It was understood that raising the "why are we doing this?", "what is the purpose?", and "how will it benefit pupils?" questions were particularly important for staff who were more reluctant to embrace the changes. In addition, it became clear to some schools how important it is to make teachers feel involved in the decision-making process. For example, having some of them trial out new initiatives and feedback on the experience, giving them the opportunity to innovate and lead change, before rolling initiatives out to the whole school.

4.2.3 Increased confidence in pre-existing plans and practices

Some schools felt they did not learn much that was new to them but appreciated being reassured that their plans made sense to the lead schools, and receiving confirmation that they were on the right track. In such cases, the programme breathed life into old plans, and gave new momentum to processes that had already been launched: the school felt they had enough confidence now to press ahead with implementation[43].

4.3 The processes that triggered change

As anticipated in Section 1.1.2, the Behaviour Hubs programme acted as a catalyst, pairing schools and triggering a series of structured and unstructured interactions which

[43] A small primary school on core support as well as a large secondary school on core support.

in most cases seems to have been sustained beyond the programme duration[44]. Compared to other resources provided, such as training, partner schools have gained the most from their interactions with other schools, especially lead schools. These interactions have significantly facilitated the progression and implementation of their plans.

4.3.1 Interaction with the lead school

This section addresses the role played by the opportunity to interact with the lead school, through Open Days[45], personalised support, Hub networking events[46], other visits, and more generally the constructive aspects of the relationship.

4.3.1.1 Open Days / visits to lead schools

Partner schools appreciated the opportunity of "seeing what goes on" and having "free reign" around the lead school, experiencing the "policy in action" first-hand. They explained that normally schools do not have such opportunities.

> "Walking around their school, seeing how transparent and open the structures they have in place are, and the consistency with which they apply the policy." – *SLT from large secondary school on extended support*

They were able to "visualise" how implementing a behaviour policy worked in practice, and the result they could aspire to achieve ("that's what I want my school to look like"). This made it a lot easier for them to emulate or be inspired by what the lead schools had done. Some thought this was the most important opportunity provided by the programme:

> "Before the visit we didn't think it would be possible to implement the recommended routines in our own school. But seeing how well it worked when it was consistent across all staff gave us more confidence. We were also able to sit with and talk to a few pupils which helped us to see the positive impact the behaviour policies were having on them" – *SLT from large secondary school on extended support*

[44] The source for this claim is anecdotal evidence received from the delivery partner which will be further explored during additional fieldwork.
[45] Open days provide partner schools with the opportunity to visit lead schools and observe the implementation of their behaviour policies in practice. These open days were held at least once per term, and any partner school could attend, regardless of their specific pairing in the programme. Partner schools were required to attend at least one open day per year, with at least two senior leaders representing each partner school at these events.
[46] Lead schools and their paired partner schools constituted a hub. Networking events consisted of half-day termly events hosted by lead schools and their purpose is to share experiences, practice and progress with other schools within the cluster of hubs.

The school visits also served as an opportunity for the lead school to share the challenges they had encountered in trying to adopt their behaviour policy and share the lessons learned with the partner schools, so that they didn't have to go through the same trial-and-error process. In this sense the visits were able to accelerate progress in the partner schools.

> "We were able to adapt our approach based on their lived experience." – *SLT from large secondary school on core support*

4.3.1.2 A constructive relationship with the lead school

Most partner schools described their relationship with the lead school in favourable terms, like "brilliant", "engaging", "honest" "fantastic", "invaluable", "surpassing expectations", and thought the lead school was "welcoming", "accommodating", "invested", "committed", organised, "supportive", "sensitive", "sympathetic", "responsive", and able to communicate effectively. While working within a structured framework, these attitudes allowed the relationship with the partner school to become personable and flexible.

Some partner schools appreciated that, whilst the lead schools were more advanced in their journeys to improved behaviour, they were cognisant that partner schools should not aim to simply replicate their strategies, but rather they should adopt a "pick what is useful" approach to taking on board suggestions[47]. In this sense lead schools can be seen as acting in a critical friend role and encouraging partner schools to take ownership of their development rather than dictating a specific "best approach". Some partner schools noted that lead schools did not adopt a virtue signalling attitude and instead of boasting about their achievements were non-judgemental, candid in sharing their challenges, and in many cases succeeded in making themselves relatable for partner schools. In other words, they adopted a "two-way", partnership approach based on honesty and transparency which facilitated bonding, trust, and ultimately communication.

4.3.1.3 Personalised support and influence on plans and strategies

Some partner schools appreciated the personalised, one-to-one support provided by lead schools as they felt it was tailored to their needs. In several instances, lead schools offered to review partner schools' existing policies and plans and provide feedback, often suggesting areas for improvement and providing concrete examples and ideas, such as on new targets, roles and responsibilities, curriculum models, and other areas. In some cases, this advisory role could extend to a lead school producing a first draft behaviour policy for the partner school. Yet, in other cases where schools had worked further on their behaviour policy the lead school acted in a merely reviewal mode, simply "approving" what partner schools already had and encouraging them to "run with it".

[47] The quote comes from the SLT of a large secondary school on core support.

Overall, the case studies suggest that partner schools found the idea of having the lead school as a sounding board to bounce ideas off valuable.

4.3.2 Interaction with other schools

The programme provided the opportunity for partner schools to meet other partner schools, during open days and networking events organised to cover a whole "cluster" of schools belonging to the same geographical area. These interactions helped schools measure themselves against their "peers" in the sense that some of these schools found themselves in similar situations, had similar behaviour problems, and had started the programme at the same time. For some, this has been the biggest achievement of the programme:

> "The best part of the programme was that it created a network of people from schools all experiencing the same problems. We had a space where we could be open and honest [among peers]." – *SLT from large secondary school on core support*

This process created an awareness that the change they were undergoing is systemic and happening nationally, rather than one's school being the only one going through the process.

4.3.3 The importance of in-person meetings and events

Most schools found meeting face-to-face highly valuable. Lead schools highlighted the distinction between collaborating with schools they could physically visit (as part of extended support) and those they couldn't (as part of core support)[48]. They noted that working with visitable schools allowed them to rely on first-hand "facts" gathered from their own observations. Conversely, when working with non-visitable schools, they had to rely on "opinions" received second-hand, which was perceived as less reliable. Some lead schools felt that meeting online was a barrier preventing a full understanding of the partner school situation and that the face-to-face format made a clear difference to both schools.

Many schools found that meeting in person significantly facilitated their understanding of the school's practices, as it allowed them to "get a feel for it in practice rather than reading it on paper." Importantly, in-person meetings also fostered the development of relationships, both among schools and within the staff of individual schools. Some schools sent out large groups of employees to other schools and felt that their own staff

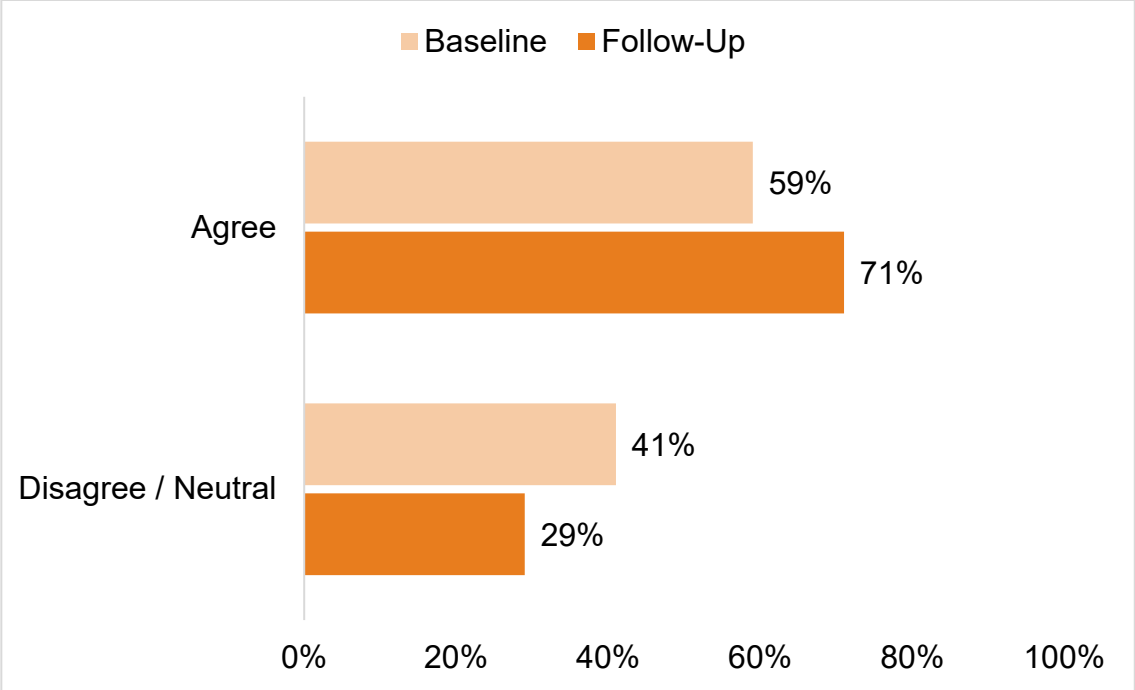
[48] At the time of writing, the programme has become more flexible and has introduced a rule whereby lead schools receive a lump sum payment they can manage themselves, which can potentially include visits to schools on core support.

would bond over the experience and address behaviour issues as a team once back in their own school.

4.3.4 Why other programme features were helpful

Other programme features believed to be helpful are the overall programme design and the resources that were made available, including training[49]. Before discussing these below, it seems noteworthy that, between baseline and follow-up surveys, staff reported a marked increase in their extent of agreement with either of two statements: 1) 'Appropriate training and development is available to ALL staff to support them with behaviour management.' and 2) 'I can access training and development support for behaviour management that is relevant to my career stage / experience and needs.' Figure 10 shows that between baseline and follow-up in the longitudinal survey subsample the proportion of staff that supported either statement increased from 59% to 71%. The increase was even more marked for staff in schools on extended support (from 54% to 71%) (Figure 11).

Figure 10: Percentage of staff who agree that there is support available for behaviour management at baseline and follow-up



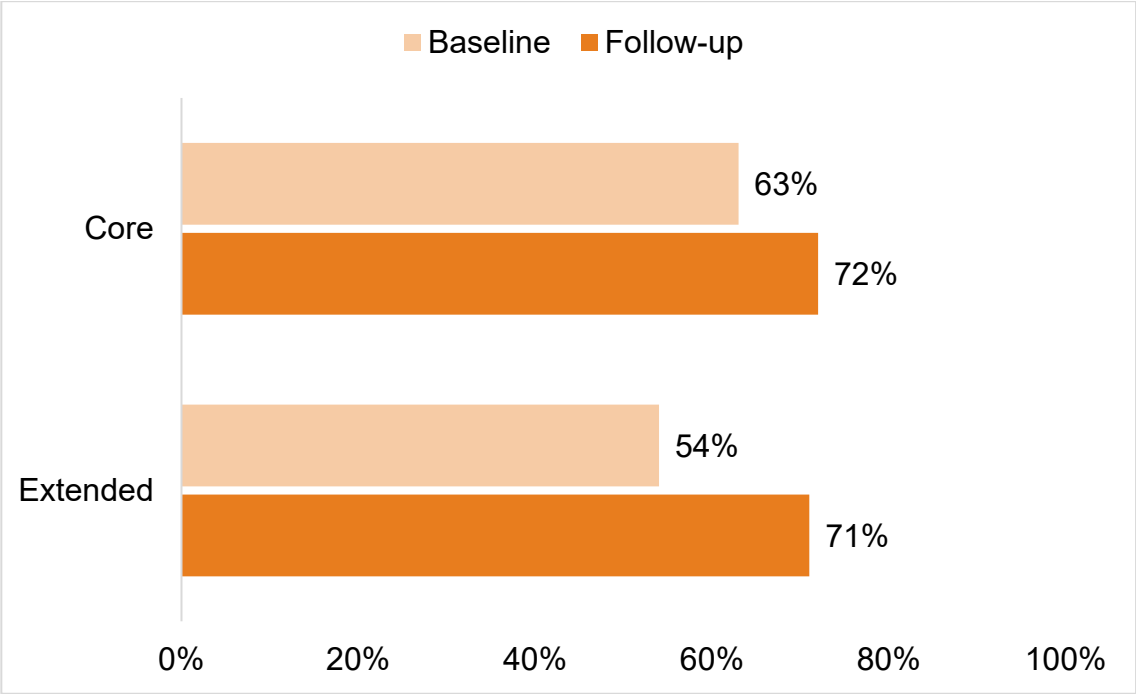
Base: Matched staff across baseline and follow-up surveys (n=1,290).

Source: Longitudinal dataset. Staff baseline surveys and staff follow-up surveys. This figure uses a composite variable to account for staff that agreed, disagreed or were neutral to either of the following two

[49] Training consisted of virtual modules divided into three groups: specialist modules, aimed at schools from specific settings; essential modules, which all schools are required to attend; and additional modules, which cover topics that schools might find useful based on their action plans.

survey questions: (1) Appropriate training and development is available to ALL staff to support them with behaviour management. (2) I can access training and development support for behaviour management that is relevant to my career stage / experience and needs.

Figure 11: Percentage of staff who agree that there is support available for behaviour management by school support stream at baseline and follow-up



Base: Matched staff across baseline and follow-up surveys in schools on the core support stream (n=666) and the extended support stream (601).

Source: Longitudinal dataset. Staff baseline surveys and staff follow-up surveys. Survey questions: (1) Appropriate training and development is available to ALL staff to support them with behaviour management. (2) I can access training and development support for behaviour management that is relevant to my career stage / experience and needs.
Responses from schools with missing support stream information not charted.

4.3.4.1 Overall programme design

In some schools, interviewees believed that having a programme structure with outputs and deadlines such as the audit tool and the action plan process[50] worked well, motivating staff to allocate time for it. It was also appreciated that, while voluntary, the monthly training sessions for staff were paid overtime: some interviewees believed that this had increased attendance. The input of the behaviour advisers seems to have been instrumental in convincing school staff that what is envisioned is ambitious but also realistic. The behaviour advisers were regarded as experts due to their extensive

[50] Action plans are presented in the first and final terms based on the results of a behaviour audit conducted to all partner schools and MATs.

experience in school settings, and they were praised for their awareness of challenges inherent to their work.

4.3.4.2 Training events

Some participants deemed the training events to be high quality, useful, and highly relevant, increasing partner school's confidence in their interpretation of behaviour events at their own school. In particular, the handbook, which sets out expectations of schools and the journey of the programme, was mentioned as a useful resource.

4.4 Challenges and setbacks

Since interaction with the lead school was such an important factor in triggering the change mechanisms addressed above, it is not surprising that the two key challenges that have potentially hindered progress seem related to 1) partner school staff shortages at the SLT level, and 2) the process of matching lead schools with partner schools. This section addresses these challenges[51] (capacity, matching, programme design) in more detail, and identifies areas for improvement in terms of resources, training, and engagement.

4.4.1 Capacity constraints

Staff shortages were reported as one of the main challenges encountered by partner schools in engaging with the programme. It was given as the main reason behind withdrawals and extension requests, and the reason why some schools failed to complete multiple school visits. This hindered how effectively the lead school could liaise with the partner school, in terms of (a) partner school preparation for meetings and visits, (b) the ability for the partner school to complete multiple visits to the lead school, and (c) successfully engaging partner school teaching staff involved in the process of change.

In some cases, schools simply had too many staff absences. In others, they were involved in too many other initiatives and had insufficient senior staff resources. Accounts included references to SLT not expecting the programme to create such an administrative burden for them. Anxieties about staffing distracted staff from focusing on the programme substance (e.g., having a clear behaviour policy).

Some lead schools also reported staff shortages and being affected by high staff turnover, which required a recurring process of recruitment into the Behaviour Hubs team. This has been particularly problematic for lead schools taking on multiple partner schools.

[51] Other criticisms concerning training and communication were reported, but, on the basis of current evidence, are not deemed to have constituted significant barriers to programme effectiveness.

4.4.1.1 The impact of SLT staff shortages

While issues with teaching staff capacity made it challenging for teachers to attend online training during the day, the programme seems to have been adversely impacted mostly by SLT capacity. In several cases, it was suggested by interviewed staff that the SLT inadequately communicated crucial aspects of the programme to teaching staff. This breakdown in communication occurred either due to turnover within the SLT or, more commonly, because tasks were delegated too swiftly without ensuring buy-in. Furthermore, SLT often delegated to staff who lacked a sufficiently strategic overview to effectively contribute to the programme's success. There were also instances where teaching staff had not been briefed on visits from lead schools, and time had to be spent at the beginning of the visit explaining the basic elements of the programme, and even reassuring teaching staff that the meeting was not an Ofsted inspection.

Given the importance of relationships within the partner school, and between the lead and partner school to make the programme work (see Section 4.3), it is clear the partner school SLT plays a key, strategic role in making the programme work, because they are responsible for setting up the appropriate governance processes, and engaging teaching staff in implementing the policy.

4.4.2 Matching

Issues were reported across several interviews regarding the process of matching lead and partner schools. Some partner schools did not raise any concerns at all about their match. Others did but managed to resolve their differences with lead schools and concentrate on shared objectives. In other cases, however, unresolved disparities between lead and partner schools appeared to hinder effective communication and mutual understanding; vital elements that have contributed to the success of the programme for other partner schools. Some partner schools regretted not being able to input into and influence the matching process. The following sub-sections outline the key challenges arising from the matching process: the distance between lead and partner schools, the differences between school type and size, and the difference between school socio-economic backgrounds.

4.4.2.1 Distance between lead and partner school

In some cases, the physical distance between lead and partner schools required journeys lasting several hours. Combined with staff shortages and poor timing (e.g., planned visits during exam season), distance made completing visits even more challenging in a number of cases.

Some schools reported that in-person visits were difficult to organise due to travel time, which sometimes exceeded two hours. While some found this helpful because staff could discuss behaviour issues during the journey, in other cases the difficulties it created were

simply insurmountable. For this reason, some schools were not able to complete all the visits they would have liked to. This issue was flagged by lead and partner schools alike, where the former said they were unable to offer better support because they could not allocate more staff members to the journeys.

This said, some schools expressed a preference for being matched with a non-local school if it meant aligning with it on other criteria, such as school type. Additionally, some schools felt that being matched with a non-local school was preferable because they perceived local schools as competitors in attracting pupils.

4.4.2.2 Different school type or size

School type was reported as one of the main reasons why some schools were not happy with their match. A very limited number of secondary schools were paired with primary schools[52]; and while in most of these cases schools were able to find commonalities, in others they deemed the match not suitable as "experiences are very different", and in particular they thought that "the primary context is not transferable to the secondary context".

Special schools and AP schools with SEND pupils found it particularly difficult to be matched with different school types. They remarked that mainstream schools can have a "rigid, military-style" system that hinders pupils with SEND or pupils who have experienced trauma. Some only signed up once it had been confirmed that they would be matched with a lead special school on the programme (they requested this specifically).

Even when matched with the same school type, pupils in one special or AP school can still have a variety of different needs compared to the matched school: for example, one partner school felt that their lead school had pupils with much less severe and complex needs than theirs.

In terms of size, some partner schools felt that the lead school had far fewer pupils compared to them and that lessons wouldn't be transferable to a much larger school such as theirs, which discouraged staff engagement.

4.4.2.3 Different socio-economic background

Some schools felt that the context other schools were operating in hindered the transferability of lessons learned. For example, the prevalence of gang culture in the partner school area could make the partner schools' journey of implementing behaviour policies different in nature and more challenging than it was for the lead schools they

[52] The Monitoring Data show the following pairings have been made: Primary-Secondary (6 times); Secondary-All-Through-School (11 times); Special School-AP (8 times); Secondary-AP (once); Special School-Secondary (once); All-Through-School-Primary (once); and AP-Primary (once, where the AP was a primary AP). The remainder of pairings were primary-primary, secondary-secondary, special-special or AP-AP.

were matched with. Some of the more deprived partner schools noted their lead school was in a “leafy area”, and others in upper scale neighbourhoods noted their lead school had a much higher ethnic minority intake. Support networks, local structures and partnerships with local organisations were also noted as key factors differentiating the contexts lead and partner schools were operating in.

4.4.2.4 Other differences

Other differences mentioned related to gender (single gender vs. mixed school), staffing / resources, age of the lead school (new schools had no behaviour history that showed how they had overcome difficulties), and physical structure (occupying multiple vs. one site, which has implications on maintaining staff presence on both sites, something single-site lead schools could not advise on).

4.4.3 Training and online resources

Training, while being deemed overall as helpful and high quality by many, was the single programme resource that, based on the 16 case studies, received the most criticism. While some of the training modules were judged as motivating, reassuring, systematic, and well put together (and the possibility to download the slides was appreciated), the critiques of training covered content, delivery mode, and timing.

- Content: criticism focused on some of the content being outdated and no longer relevant, repetitive and monotonous, slow-paced, generic, low-level, and too geared towards mainstream schools. A suggestion for improvement was that the training programme be divided into introductory, mainstream and specialised, and advanced depending on school needs.
- Delivery: Some schools felt that the delivery of the training could have been more engaging, less rushed, and that it would have been easier to follow if materials had been sent in advance. The requirement of having two partner school SLT attending felt unnecessary for some, especially considering staffing constraints. Some schools felt it would be worthier of the investment if networking opportunities were incorporated.
- Timing: Finally, schools complained that the training was scheduled the same day every week, forcing staff to miss the same lesson every week, even during the exam season.

Regarding online resources, complaints were registered about the portal not always being particularly helpful and sometimes difficult to sign into. More generally, the limited availability of SEND resources was noted as well as the resources’ lack of focus on the impact of Covid on schools.

4.4.4 Networking and engagement

In some seemingly rare cases, communication and relationships did not work well, either between the lead and partner school, within the partner school, or at networking events.

In the case of a limited number of lead and partner schools, confusion has been reported around the process of relationship building. Within the partner school, poor engagement from the SLT sometimes prevented schools from properly preparing for lead school visits. In some cases, the SLT involved were unable to fulfil their role because they were not involved in decision making around behaviour, and they needed to consult the Chief Executive Officer and/or governing body.

Finally, some schools did not find networking events helpful or worth the investment of time. Reported reasons for this include poor attendance because of Covid, lack of structured interaction moments, and differences in school type.

4.4.5 Overall programme design

Some schools identified areas for improvement in programme flexibility, timelines, and communication from the central administration[53].

4.4.5.1 Lack of flexibility

In two instances, the programme was felt to be quite "top-heavy" where, at least in situations of staff shortages, middle leadership team (MLT) and other staff members would have benefitted from participating in both training and networking events or visits. The quantitative requirement (at least two staff attending) was also felt to be restrictive and demanding, and some schools would have preferred one staff member to attend in person and the other to watch the recording.

While most schools appreciated the opportunity to attend events in-person, others felt that it was too restrictive as a requirement because of staff shortages. They would have preferred to have the option to attend online rather than not attend at all.

Some schools would have appreciated more flexibility in setting targets and developing action plans, such as not being required to use a standard template. Additionally, other schools expressed concerns about the lack of flexibility regarding dates for training and networking events, noting that these dates were often announced with relatively short notice.

[53] Three additional issues were raised: 1) the fact that the programme did not actively facilitate interaction between lead and partner schools, and relied on the lead school being proactive. They felt that the latter was central to programme success. 2) There were grey areas in terms of whether schools can attend trainings and events organised by MATs and vice versa and how school audit plans relate to a MAT wide plan. 3) The reimbursement for mileage incurred did not account for increases in fuel costs.

Evaluating the impact of the programme's lack of flexibility is challenging. While some considered the requirement for SLT participation instead of MLT participation a constraint, this rule was based on the understanding that SLT members held key responsibilities in the change process. Similarly, the insistence on in-person attendance was founded on the accurate prediction that face-to-face interaction would be more effective than online interaction, despite the higher resource investment required from schools.

It's difficult to determine what effect greater flexibility, such as allowing MLT involvement or online visits as key programme elements, would have had on the programme's effectiveness. However, it is possible that such flexibility might have undermined the programme's objectives. Based on the current evidence, it seems reasonable to assume that these constraints were justified.

4.4.5.2 Timeline and communication

Some schools found the programme's pace too fast and, in some cases, overwhelming: they realised more time was needed to implement the required changes, or to absorb and reflect on learning. It was noted the action plan timing was not always well aligned with other programme activities (e.g., training) and there could be insufficient time between activities. Some interviewees suggested that extending the programme to three years would improve its sustainability and proposed that timelines for audits and action plans be extended.

Finally, some staff interviewees felt that communication from DfE and the delivery partner could have been improved. Examples of improvements included: avoiding sending out the same standard emails independently of what programme phase or cohorts schools were in; communicating that there is more flexibility on dates (when there is some); and clarifying expectations on the first day or at programme induction.

5 Conclusions and next steps

Overall, the analysis of qualitative and quantitative data conducted so far paints a fairly comprehensive picture of the results achieved. Teachers, especially the SLT, acknowledge the programme's importance in facilitating the development and consistent implementation of behaviour policies. However, pupils do not report significant changes before and after the introduction of Behaviour Hubs; in fact, in some schools, the survey data indicates that pupil perceptions of behaviour have slightly worsened.

However, these results must be interpreted with caution. The quantitative surveys and interview topic guides were designed before a realist case-informed QCA model and theory of change could be fully developed. This meant that the surveys and interviews have been unable to fully inform the testing and refinement of the Theory of Change at this interim stage.

For example, there was limited focus in the surveys on contextual factors, including resources made available by the programme, and limited reference to mechanisms or even outcomes as they emerged from the case studies. It is perhaps no surprise that the only two factors to emerge as significantly correlated with change in behaviour ratings were deprivation levels and type of programme support.

But perhaps a more intrinsic limitation of survey data, more generally, refers to the idea that obtaining accurate measures of behaviour in schools is possible. Two types of related challenges are discussed below: using subjective ratings of behaviour and using data on behaviour incidents and exclusions. In the last section related mitigations and next steps are outlined.

5.1 Measuring behaviour with subjecting ratings

The systematically different ratings given by pupils and staff deserve an explanation, which could also offer the key to understanding why pupils seem to rate behaviour more negatively after the programme than before. Possible explanations as to why pupil behaviour ratings are consistently lower than (senior) staff behaviour ratings include the following:

- staff are held responsible for pupil behaviour and subject to cognitive dissonance / sunk costs fallacy when rating behaviour, particularly when asked for an overall rating covering a period of time rather than a specific, tangible / recent incident; this is consistent with the fact that SLT report higher behaviour ratings than teachers (because they have increased responsibilities for pupil behaviour)
- children are often held to higher standards of behaviour than adults and might use these standards when judging their own and their peers' behaviour

If these assumptions hold, it is possible that during a period of behaviour rules and culture reforms these differences are exacerbated:

- staff will invest even more and will consequently have higher incentives to rate behaviour positively (the sunk costs increase)
- pupils are likely to raise their behaviour expectations and they might judge behaviour post-programme according to even higher expectations

In other words, the pre-existing gulf between standards used by staff and pupils might increase during a programme such as the Behaviour Hubs.

The assumption that standards for rating behaviour do not change during the programme, which must be made if the difference between follow up and baseline ratings is to be considered a measure of behaviour change, is difficult to defend. The difference-in-difference might reflect different ways standards have changed, rather than a difference in behaviour per se.

5.2 Issues with using reporting and exclusions data

One could argue that, to measure behaviour, more tangible measures than perceptions are needed, such as the number of behaviour incidents or the number of removals from class. However, the validity of these measures rests on the assumption that the causal factors explaining the baseline values do not change during the programme, which again is difficult to defend.

Some schools altered their overall approach to behaviour management to minimise temporary removals from class. For example, they shifted more responsibility to class teachers, rather than the SLT, to de-escalate poor behaviour episodes within the classroom. This approach aimed to prevent incidents from escalating to the point of suspension[54] or permanent exclusion. Where changes in the school's behaviour management strategy have been implemented, a lower number of removals from class (or suspensions and permanent exclusions) might merely indicate a policy change rather than an actual improvement in behaviour. The decrease in temporary removals could occur even if the number of poor behaviour episodes managed within the classroom increases. Again, this would not mean that behaviour has improved, but rather that the policy has changed.

Moreover, a simple count of the number of removals, suspensions or permanent exclusions cannot even be taken as a valid indicator of policy change, because both

[54] The term suspension is a reference to what is described in the legislation as an exclusion for a fixed period.

increases and decreases in this sense can indicate changes in the implementation of policies rather than a change in policy per se.

Other indicators, such as the number of poor behaviour episodes reported by teachers could potentially be used, but (in addition to the fact that not all schools have such reporting systems in place), this is also subject to the standards used to report behaviour. If such numbers change after the programme, it would not necessarily reflect a change in behaviour, but rather a chance in behaviour standards or in the consistency with which these are applied.

The situation is not dissimilar to measuring the effectiveness of initiatives aimed at reducing violence against women and girls (VAWG). Reporting is misleading because in the course of the programme, changes in attitudes to reporting is usually considered an indicator of success and cultural change, and it can be easily argued that increases in reporting do not signal increases in violence but rather changes in reporting attitudes / policies. An indicator with high construct validity for behaviour change in school could be change in school culture and climate, more specifically change in attitudes of pupils and staff, which can be measured with questions about what is specifically considered acceptable, normal, and aspirational behaviour in their environment.

If it can be credibly demonstrated that, in some schools, no change in attitudes and beliefs, policies, nor implementation consistency has taken place, then reported behaviour incidents and exclusions data could be a valid measure of behaviour change.

5.3 Towards a systematic cross-case comparison

The next steps of this evaluation will focus on expanding the range of case study outcomes, factors, and mechanisms that plausibly explain changes in pupil behaviour. Subsequently, a comprehensive, systematic data collection process will be designed around these elements to determine their prevalence among participating schools, and how these changes are connected to the utilisation of programme resources. Unlike the activities conducted so far, the next phase will explicitly aim at understanding the extent to which the change mechanism findings can be generalised.

6 Annexes

6.1 Annex A: Case study narratives

This annex includes the narratives built around the 16 partner schools for which qualitative data was available. Formally, each "case study" as identified below, groups partner schools matched with the same lead school (9 in total). Case studies 2 and 4 did not provide sufficient data to build a narrative around.

6.1.1 Case Study 1

6.1.1.1 Case Study 1 – Partner School 1 (Extended Support)

Behavioural issues had been a challenge and an area of focus at the partner school for many years prior to its participation in the Behaviour Hubs programme. Being part of a multi-academy trust (MAT), it had equally already placed collaboration with other schools high on its agenda as it wanted to achieve consistency in sanctions and escalation with these different schools. It therefore joined the programme to provide structure in addressing its behavioural challenges and considered it useful to its collaborative aims.

The matching process between partner and lead schools was not straightforward. The partner school was initially matched with a local school but turned the pairing down for "political reasons," as it did not want to collaborate with a school it considered to be its rival with regards to pupil recruitment. The lead school which it was eventually matched with was a new school that was designing its behaviour policy from the ground up, whilst the partner school would have found it more useful to be paired with a school that had prior experience of improving its own behaviour. There is mixed evidence on the relationship between the schools. They adopted an equal, non-judgemental partnership in which the partner school was able to request support and the lead school was flexible in accommodating partner staff visits outside of official open days, which was important in consolidating a positive working relationship. However, there were communication issues on the lead school's behalf as well as challenges navigating their roles in relation to the broader MAT. Issues equally arose where partner school staff became less invested in the programme upon hearing that the lead school had fewer pupils than them.

Three elements of the programme were particularly useful for the partner school. The first was the opportunity to visit the lead school in person and to observe its functioning, as well as learn about different viewpoints on behaviour management. The second was holding half termly network meetings to discuss learnings from open days and ensure accountability for acting on these learnings. Lastly, whilst it was initially ineffective due to being poorly timed and rushed, the training provided within the programme progressed to be of high quality. That said, there were several issues with the timings and structure of the programme. The frequency of training sessions was too high to allow for deep

learning, and the timeframes for audits and action plans were too short. It was felt that the programme should be extended to 3 years to be sustainable. Furthermore, the email communications sent by the programme were unclear as they were generic rather than tailored to specific cohorts, thus creating confusion with regards to matters such as what was compulsory for different schools. There was equally a lack of guidance on the work to be undertaken at MAT level and how the partner school should engage with Behaviour Hubs alongside its position in its MAT.

The partner school has implemented several changes through its participation in Behaviour Hubs. It has remodelled its behaviour culture by emphasising values, routines and accountability for pupils and staff. This has included implementing new initiatives such as short morning assemblies to set positive framings for the day, adopting new approaches to tackle vaping, and stricter monitoring of existing regulations such as the uniform policy. Furthermore, new staffing roles such as Attendance Managers and Welfare Managers have been created. These changes are grounded in several learnings that the partner school took from the lead school, including the value of identifying and setting priorities, managing realistic expectations, pacing the introduction of new interventions, starting small and scaling up, supporting colleagues and ensuring accountability.

There is mixed evidence on the outcomes of these changes. The school claims that its expectations and implementation of behaviour policy have become more consistent, and that punctuality, attendance, parent communication and staff retention have also increased. However, results from a baseline survey of 423 pupils and a follow-up survey of 189 pupils do not necessarily corroborate all these claims. The percentage of pupils who agreed or strongly agreed that they understood behavioural expectations stayed constant at 85% and 87%. By contrast, the proportion of pupils who strongly agreed that school rules were consistently and fairly applied to all pupils dropped from 30% to 18%, and the proportion of those who strongly disagreed with this increased more than twofold from 5% to 12%. It is also noteworthy that according to all pupil survey questions serving as indicators of behaviour standards, notably with regards to classroom disturbances, pupil perception of behaviour had worsened by the time of the follow-up survey.

6.1.1.2 Case Study 1 – Partner School 2 (Core Support)

The partner school had existing behaviour policies in place when it joined the programme but lacked consistency and strategy in implementation. For instance, where it would set out pupil expectations at the start of the academic year, it would then not follow up on these.

The partner school had a positive relationship with the lead school, which was its “perfect match” as both schools had similar socioeconomic demographics and were focused on action rather than a theoretical ethos. The demographic similarity was significant in

showing the partner school that excellent behaviour was an attainable goal. Their relationship was grounded in openness and transparency, as the lead school was honest about its own difficulties and challenges and granted the partner school free reign to visit and observe it.

The Behaviour Hubs programme benefited the partner school in several ways. It enabled the school to clearly define its priorities and focuses, including emphasising punctuality and ensuring all staff were following the same guidelines. The training events and online sessions were also found to be of high quality for staff. One challenge faced was the time commitment required by the programme, as implementing initiatives such as increasing the onsite visibility of the school's SLT was time-consuming for those team members and detracted them from their other responsibilities.

The partner school has restructured its approach to behaviour management through its participation in the programme. It has entirely rewritten its behaviour policies and implemented changes to learning habits and sanction systems, as well as starting a 'morning line up' which has improved both punctuality and uniform wearing. It has further embedded school behaviour expectations by reinforcing these expectations to pupils at the start of each term and to each new intake of Year 7s. Indeed, in a survey of 173 pupils undertaken once the programme was underway, 87% of respondents either agreed or strongly agreed that they understood the school's behavioural expectations from them and 61% either agreed or strongly agreed that the school's behavioural rules were easy to follow. Equally, in a staff survey undertaken at the same time 13 out of 15 respondents agreed or strongly agreed that the school's policies, rules and routines were easy to follow, 13 out of 14 agreed or strongly agreed that pupils were well informed of behavioural expectations, and all 14 agreed or strongly agreed that pupils understood the behaviour rules and the consequences of not adhering to policy. No staff nor pupil survey data is available indicating what these rates were prior to the school engaging in Behaviour Hubs. However, 6 out of 7 respondents to two questions in the staff survey felt that the clarity of behaviour rules and processes, as well as pupils' understanding of these and associated consequences, had actively improved in the year prior.

Beyond individual policies, the partner school has also remodelled staff culture based on its learnings from the lead school. This shift in attitudes emphasises the importance of all staff having to meet expectations for their own behaviour and asserting responsibility for pupil behaviour, through role modelling and adhering to the same code of conduct as pupils. This includes discouraging shouting, wearing high visibility vests where required and not wearing coats inside. In the staff survey, 13 out of 14 respondents agreed or strongly agreed that staff's respect for their colleagues demonstrated to pupils how to have positive relationships, and 13 out of 15 felt they knew how to be consistent and fair in their behaviour management. That said, only 9 out of 15 respondents agreed that all staff applied the behavioural rules and procedures as set out in the school's vision and policy. This is despite 7 out of 9 respondents agreeing that the consistency of behaviour

management had improved in the past year. Furthermore, 11 out of 14 respondents agreed or strongly agreed that school leaders were visible and reminded pupils about behavioural rules, yet 2 strongly disagreed with this. In interviews, staff reported that the changes throughout the school had made it a better and happier place to teach, where behaviour had improved and staff felt more supported. Indeed, 5 out of 8 staff survey respondents felt that they were very often supported to effectively deal with misbehaviour, and 6 out of 8 felt that behaviour had improved to varying degrees in the year prior.

6.1.2 Case Study 3

6.1.2.1 Case study 3, Partner School 1 (Core Support)

Prior to joining the Behaviour Hubs programme, the school's approach to behaviour management centred on a three-tick system where pupils would get a tick for each instance of misbehaviour and be sent to referral (isolation) after three ticks. Conversely, it did not have a consistent and effective rewards policy to motivate and reward good behaviour. The main problem faced by the school was a high number of pupils being sent to referral for misbehaviour. A major cause of this was pupil refusal to hand over their phones when seen using them on school premises, as dictated by school policy. These high referral rates were affecting pupil learning and progress as it made them miss out on valuable learning time, and were also affecting the school climate and reputation. The school had no previous involvement in other school improvement programmes.

The school has changed its perspective on behaviour throughout the programme in various ways, most notably from blaming pupils to holding staff accountable. Furthermore, it has realised that staff training, confidence, and consistency are essential for dealing with challenging situations. It has also adopted a more empathetic and supportive approach towards pupils, rather than a punitive and confrontational one. The school has introduced a C1-C5 system for grading misbehaviour. Rather than sending pupils straight to referral, this system allows for more flexibility and differentiation in applying consequences, depending on the severity and frequency of the behaviour.

They have also created an inclusion hub, where an inclusion manager can assess the needs of the pupils who reach C4 or C5 and provide them with appropriate support and intervention, rather than just isolating them in the referral room. They have also reported to have improved their communication with parents about their children's behaviour, both positive and negative, by sending out letters and phone calls to parents earlier, rather than waiting until the situation escalates to referral. The school has also involved parents in the behaviour monitoring and intervention process, by sharing data and feedback with them and seeking their input and cooperation.

The school has also enhanced its behaviour monitoring and data analysis, to identify the patterns, triggers, and causes of behaviour problems for specific pupils and groups. It has used the data to inform its decision making and planning, as well as to evaluate the impact of its actions and interventions. It has also used the data to celebrate and reward the improvements and achievements of pupils and staff.

The school has implemented a R1-R5 system for rewarding good behaviour, alongside the C1-C5 system for consequences. This system allows for more recognition and appreciation of the positive behaviour and attitudes of pupils, as well as the efforts and contributions of staff. It has also introduced a R5 award, where the headteacher visits classrooms and gives out boxes of chocolates to the top performing pupils.

Another way the partner school has tried to deal with behavioural issues was by increasing the frequency and variety of rewards for good behaviour, such as school trips, certificates, and reports. It has also made the rewards more subject-based and personalised, in addition to making them more visible and transparent.

They have also introduced silent time in lessons, to help pupils focus and improve their concentration. By piloting this approach with a few classes, and gradually increasing the duration of the silence, the school hopes to make this a norm, as it is in the lead school, and to see the benefits in terms of academic performance and behaviour. The school has also improved the physical environment of the school by putting up positive quotes and behaviour language on the walls and corridors.

The school has also used the data from class charts to analyse behaviour data and create targeted interventions for pupils that are consistently misbehaving in certain classes. Additionally, they made the class charts available to parents, to see how their child was getting on in class. This has increased staff accountability for any additional work they set as a consequence of misbehaviour, as the increased visibility and transparency of pupil behavioural data encourages staff to pass proportionate and reasonable judgement.

The school reported it was planning to better structure its supply lessons to address low staff attendance. They also aimed to make supply teachers more consistent in behaviour management, to avoid lower standards when regular teachers are absent. Recognising the need for a pastoral deputy, who ensures the new behaviour culture is maintained, the school cited new mediated discussions, where the pastoral deputy resolved behaviour issues between pupil and teacher quickly. The school also plans to adopt a more positive attitude towards pupils, not only punishing them, but also helping them control their behaviour.

The school also reported some challenges, pointing out that academic year of 2021/22 was a unique year, a “rollercoaster”, characterised by high rates of staff absences and

large numbers of supply teachers. They also noted difficulties in convincing parents and staff of the value of new behaviour approaches.

In terms of concrete outcomes, the school notes that the achievements mentioned above were recognised by Ofsted. Ofsted rated the school's Leadership and Governance, Quality of Education, Behaviour and Attitudes, Personal Development and Sixth Form Provision all as good.

As next steps, the school is looking to build on these foundations and is striving for an Ofsted 'outstanding' rating. The school's SLT has been restructured, which they feel will benefit all stakeholders and bring further improvements in terms of consistency in their application of behaviour policies, systems and expectations.

6.1.2.2 Case Study 3, Partner School 2 (Extended Support)

Before joining the programme, the partner school faced several challenges with pupil behaviour, such as high permanent exclusion and suspension rates, frequent fights and a dangerous atmosphere due to gang culture, and very poor attendance.

The school is in a significantly deprived area and 45% of its pupils are FSM-eligible. This is 17% above the national average and in the first quintile. A significant minority of their pupils live in poverty. Mental health and wellbeing concerns are high among the pupil body and local support structures reportedly do not have the capacity to support them.

The school had tried to implement some measures to improve behaviour, such as having pupils line up before class and lunch, having senior leaders on call and on corridor duties, and using class charts to track verbal warnings and removals from lessons. However, these measures were not effective and consistent, as they were poorly implemented and often not followed by the staff and the pupils.

The school joined the Behaviour Hubs programme to develop a new behaviour system that suited their pupils and school better. They were paired with a lead school that had a strong behaviour culture and visited them to observe and learn from their practices. They also attended cluster meetings with other partner schools to share knowledge and experience and compare their progress.

As a result of the programme, the school made several changes to their behaviour policy, management and enforcement. Some of these changes were related to the structure of the school day. For example, they created more structure inside lessons by requiring pupils to take off their coats at the start of the lesson and put them back on at the end. They also created a non-teaching pastoral team who were responsible for day-to-day behavioural issues and liaising with parents and families. Additionally, they used more features of class charts to track both positive and negative behaviour, allowing them to

create more comprehensive behavioural reports that the pastoral team could analyse to identify where interventions could be put in place to minimise negative behaviour.

Other changes were related to communication and training. For instance, they brought in measures to improve the relationship between staff and pupils by giving staff the understanding of why the way they communicate with pupils is important, and modelling politeness and positive communication to the pupils. They also had deliberate practice training with the staff every half term to ensure that they did not lose track of their expectations when it came to behaviour and videoed these sessions so that they were available for staff to revisit throughout the year. Furthermore, they developed new behaviour policies that focused on de-escalating problems in the classroom by giving pupils the opportunity to rectify mistakes they made in class and having deputy heads of year on call to go in and stop escalation, which helped to prevent them from being removed from the classroom.

The partner school found the Behaviour Hubs programme very useful and beneficial for improving their behaviour culture. They particularly appreciated the visits to the lead school, which helped them to visualise what changes the new policy could bring and motivated them to achieve their goals. They also valued the Hub Networking Events, where they met with the lead school and other partner schools. This enabled them to receive and share feedback, support, and learnings from their experiences. They were able to observe new policies that they would not have thought of before. The partner school reported that the programme had a positive impact on their pupils' behaviour, attendance, engagement and attainment, as well as on their staff's confidence, morale and wellbeing.

In terms of concrete outcomes, the school reported to have introduced a new behaviour policy that set extremely high expectations for standards of behaviour and pupil conduct. The policy is applied by the leaders, who claimed to have transformed pupil behaviour through embedding a 'Warm but Strict Culture' within the school. The policy is supported by clear and well communicated processes and routines, such as line-ups, beginning and end of lessons routines, walking pupils around the building and embedding set behavioural expectations and values into these routines.

The policy also has praise and reward at the heart of it and recognises achievement in various ways. For example, positive points gained can be spent in the 'Reward Shop', 'Star of the Week draws' and 'Golden Tickets' provide instant recognition of positive attitudes, and 'Celebrations Assembly' for each year group at the end of each term celebrate the successes. The school reports to have felt the impact of these new policies and approaches through a decrease in its use of suspensions and use of its internal isolation unit.

However, the partner school also faced some challenges with the programme. One of them was the distance they had to travel to get to the lead school, which sometimes took up to four hours each way. As they could not afford the petrol costs associated with the trip, this meant that they could not travel regularly. Another challenge was the difference in the demographic and size of the lead school and the partner school, which made some of the ideas and policies less transferable and applicable to their context. The lead school had fewer pupils and a different socio-economic background, which affected the nature and extent of the behaviour issues they faced. The partner school felt that it would have been helpful to work with a school that had similar pupil demographics to themselves, as they could relate better to their challenges and solutions.

The partner school also reported to have learned a lot from the lead school, or more generally from interacting with the lead school. Despite the differences in their demographics and locations, they felt that the lead school was a good match for them, as they shared the same values and vision for behaviour improvement. They also praised the communication and collaboration of the lead school, which let them take ownership of their own development rather than dictating what they needed to do. They learned a lot from the training modules, especially about behavioural pathways, which helped them to understand the causes and consequences of pupil behaviour.

As for the lead school, they reported that the partner school was not very engaged and needed extra resources and support to improve their behaviour culture. On the other hand, they noted that they had open and honest discussions with the partner school. They agreed that it was important to be matched well with the partner school, as their suggestions might not be transferable to a different context.

6.1.3 Case Study 5

6.1.3.1 Case Study 5 – Partner School 1 (Extended Support)

The partner school is a Severe Learning Difficulties (SLD) school, and approximately 50% of the school population have complex autistic spectrum disorder (ASD). Prior to joining Behaviour Hubs, it had already taken part in a school improvement programme after being told it needed to improve by Ofsted, however it had not been adequately supported by the local authority during that programme. Behavioural issues in the school included pupils displaying outbursts of anger, violence, and refusing to enter classrooms and work. Staff related these issues to several factors, such as pupil frustration when not being able to communicate effectively, pupils' needs not being met if they had not been eating breakfast or sleeping well at home, and a lack of consistent rules and routines. Indeed, the school's behaviour policy was contradictory and there were significant inconsistencies in behaviour management across the school and between staff. Furthermore, the policy focused on negative behaviour only and did not define nor reward good behaviour. When it joined Behaviour Hubs, the partner school was therefore

looking to improve competency and consistency in its staff's approach to understanding and managing behaviour. As part of this, it wanted to develop and establish a whole school behaviour culture which could be articulated by staff and other stakeholders, to gain an accurate picture of behaviour across the school, and to re-establish good practice in training, induction, transition processes, and procedures, which had been disrupted by Covid.

The school faced several challenges in its endeavour. They had to ensure a shared and consistent behaviour culture among the SLT and the key staff, involve the governors appropriately and effectively according to their role and responsibilities, and manage the impact of Covid-19 on staff availability and well-being. Furthermore, they had to support a new teacher who joined the school in the middle of the academic year, as well as cope with the staff turnover and vacancies that affected the quality and continuity of teaching and learning, and providing timely and comprehensive induction for new staff members.

The partner school specifically requested to be matched with another special school. Whilst the lead school ended up being at a considerable distance from the partner school, this was considered worthwhile given its pupils would have similar needs and it meant there were no competing local politics between the schools. The schools differed where the lead school had primary and secondary cohorts whereas the partner school was primary only, but both schools had similar cohorts of pupils with complex autism, Moderate Learning Difficulties (MLDs), and Profound and Multiple Learning Difficulties (PMLDs). There was, however, friction at the beginning of their relationship as the lead school believed that pupils from both schools had similar needs whilst the partner school believed that its pupils had more severe and complex needs than those from the lead school. That said, they developed a strong and trusting relationship grounded in good communication and non-judgement, where the partner school felt well supported by the lead school. This positive relationship was considered crucial to the programme. This changed at the beginning of the second year of the programme, when the partner school reported that the lead school had stopped communicating and it worried that their positive relationship had been lost.

The Behaviour Hubs programme supported the partner school in various ways. The lead school facilitated a meeting that enabled the partner school to develop and agree on a shared view of the philosophy and ethos of their approach to behaviour, which was crucial for moving forward. The lead school also conducted a behaviour audit and gave the partner school their feedback, which provided them with a clear and un-negotiable starting point. The lead school shared their own documentation and opportunities to discuss with the partner school, and they also benefited from the virtual modules on systems and norms, data and SEND. Moreover, the partner school had opportunities to talk to other schools on the programme who were on a similar journey and at similar stages in the journey.

The most beneficial aspect of the programme for the partner school was its visits to and from the lead school. Visiting the lead school allowed partner school staff to attend sessions about staff wellbeing and behaviour data, as well as observe the consistent implementation of behaviour policies and processes across classrooms. Given the distance to get to the lead school, however, the partner school would have liked more time to be planned for the visits. Being visited by the lead school was also beneficial as it introduced outside perspectives on the changes in behaviour policy being implemented and the positive feedback received was encouraging for staff.

Other elements of the programme were less useful for the partner school, notably the training which had certain effective sessions but was largely geared towards mainstream schools and thus less helpful for the partner school's focus on complex special educational needs. The Behaviour Hubs programme at large was equally felt not to be tailored towards special schools. Networking events were also disappointing for the partner school as the Covid-19 pandemic led to a low turnout. There were insufficient opportunities for the partner school to network with other special schools on the programme. Another significant challenge in programme participation was its time and resource commitment. The partner school lacked the capacity to deliver the full training programme to its staff and it had to pay its Teaching Assistants overtime for them to be able to join Behaviour Hubs training and meetings. Lastly, the partner school did not fully collaborate with the lead school on initiatives such as devising its action plan and only gave limited feedback whilst the lead school wrote the plan.

The partner school implemented several behavioural policy changes through its participation in Behaviour Hubs. A behaviour action plan was written up following an audit by the lead school and behaviour documents were created setting out a new behaviour vision for the school, clear behaviour expectations, and detailed guides on how this should be implemented in the classroom. The most significant changes related to setting behaviour expectations and routines. Classroom routines were established at the beginning and end of each lesson and behaviour expectations were reinforced to both staff and pupils through these routines as well as policy documents, staff training, and parent meetings. A Behaviour Working Group was also set up to trial new behaviour policies in the classroom and receive feedback from teachers, which has improved both behaviour policies and staff engagement with this improvement process. Following these changes, behaviour management has become more consistent throughout the school and pupil behaviour has equally improved. Furthermore, the school began to accurately record and categorise behaviour incidents using CPOMS, a software that can be used for reporting and analysing behaviour at a whole school and individual level.

The next steps for the school are to revise their behaviour policy to ensure it reflects their current practice and vision. The school will also produce behaviour data that compares previous terms and years to monitor progress and identify areas of improvement, and will also review the staff induction process to make it more comprehensive and consistent.

The school will also seek feedback and input from pupils, to understand their views and needs. Additionally, they will involve the parents more, to foster a positive partnership and communication. They will also aim to provide ongoing training for staff and to equip them with more in-depth knowledge and skills on the functions of behaviour and suitable behaviour management strategies. They expect that this will include a greater understanding of how Occupational Therapy can support the behaviour management and intervention.

6.1.3.2 Case Study 5 – Partner School 2 (Extended Support)

The partner school had previously been part of a different Behaviour Hubs cohort after its multi-academy trust applied on its behalf. However, school engagement with the programme was poor so it deferred to a new cohort to give itself the time to consider what it wanted to get out of the programme.

Behaviour management was not a focus prior to Behaviour Hubs as there hadn't been many significant behavioural incidences. Whilst behaviour had been highlighted as an area for improvement by Ofsted, this had placed it in competition for resources with other areas of the school that equally required improvement. The school had generic behaviour policies which staff could implement as they wished, but many had been at the school for a long period of time and had become 'stuck in their ways', rarely deviating from their entrenched scripts. There were inconsistencies across teachers and classrooms, and no set consequences for positive and negative behaviour. The school had previously adopted a family unit approach to behaviour management as well as a Thrive approach, which emphasises positive mental health and wellbeing. The first was found to be unsustainable as it didn't teach pupils the skills that they needed to self-regulate, and the second was unsuccessful as staff weren't able to establish a whole school awareness of it.

The partner school was satisfied with its lead school match which was the most similar school to itself but with far more established systems and policies. Partner school staff equally felt it was good that the lead school wasn't local as it enabled them to see how a school operated outside of their own local issues. The schools established a friendly and supportive relationship, yet there were engagement issues on the partner school's behalf due to changes in school leadership and challenges with staff buy-in. There were equally issues with the training, which had a mainstream focus and therefore wasn't relevant enough for the partner school, which was a special school, as well as with networking opportunities which were lacking, as the partner school would have liked more time to share ideas with other schools. That said, throughout the programme the lead school supported the partner school by holding it accountable to deadlines, visiting it to get senior staff buy-in, helping it to conduct a self-audit, and giving it suggestions for behaviour policies and processes.

There was mixed evidence on the changes in the partner school following its involvement in Behaviour Hubs. Overarching efforts were being made to raise the profile of behaviour in the school, such as by working to develop a whole school buy-in. More specifically, the school introduced a behaviour working party to trial new behaviour policy and it has attempted to create a more calming school environment, such as by creating safe spaces in classrooms where pupils can go to avoid something that's dysregulating them. Other evidence suggests that further changes have occurred, but it is uncertain whether they have stemmed from Behaviour Hubs. Such changes include providing staff with more advanced safeguarding training, training staff to provide mental health assistance, and introducing new roles within the school, such as family support workers, to be able to direct resources specifically to tackling behaviour issues.

6.1.4 Case Study 6

6.1.4.1 Case Study 6 – Partner School 1 (Extended Support)

Prior to joining Behaviour Hubs, the partner school had received an Ofsted rating of inadequate for its behaviour. Behavioural initiatives were not entirely absent as it had, for instance, a system of rewards for good behaviour, yet its application was inconsistent. It had subsequently made efforts to improve its systems, including establishing basic expectations and simplifying policies. However, its daily behaviour remained poor, so the partner school's multi-academy trust put it forward for engagement with the programme.

The partner school had no input in being matched with a lead school. It was paired with a school that was a considerable distance away but that had many similarities to the partner school, which was considered beneficial for their relationship. The lead school's communication and organisation were strong, as it would initiate meetings and open days and be responsive to the partner school's needs. However, it did also show signs of being pushed for time.

The partner school benefited most from being visited by lead school staff and from attending networking events, where its staff could observe what they had learned being implemented in practice. Other elements of the programme were less effective. There was a lack of clarity around programme expectations on the first day, technical difficulties with the programme portal, and a lack of flexibility in including different staff members and allowing them to, for example, attend programme sessions on their head teacher's behalf. A need was also identified for staff to be given enough time for training. No evidence was gathered on any changes implemented by the partner school as a result of its participation in the programme.

6.1.4.2 Case Study 6 – Partner School 2 (Core Support)

Prior to joining Behaviour Hubs, the partner school had in place a behaviour system of warnings, reminders and reflections. This consisted of general initiatives such as time out

and detention, as well as specific approaches including the 'PEG' and '1 2 3 magic' systems[55]. Efforts were also being made to understand pupils' perceptions of behaviour and to focus more on rewarding positive behaviour. However, the school's policies were not being reviewed nor discussed enough with staff. There was a need for staff to be reminded of the policies and pupils to receive consistent reminders of behaviour expectations through both positive affirmations and negative consequences.

The partner school had no input in the process of being matched with a lead school. If it had, then it would have chosen a school than was more similar to itself in terms of 'type' of school and demographics. That said, the schools developed a strong relationship where the lead school provided the partner school tailored support by co-creating a behavioural action plan, sharing resources, and talking through the partner's actions and targets drawn out of surveys. They sustained strong communication through open days, virtual meetings, and regular emails. It was felt that the structure and events of the Behaviour Hubs programme had facilitated their positive relationship so much as the lead school had been particularly proactive in communicating with the partner school.

The most useful aspect of the programme for the partner school was the open days, from which it drew key learnings about the need for consistency when implementing behavioural systems and policies. However, the partner school found that there was a lack of flexibility in the programme. This pertained specifically to networking events, where available dates were too limited, and to the process of setting targets and developing action plans, which was too generic. Furthermore, the programme's webinars were found to provide valuable opportunities for learning and validation, but they were time consuming and had to be attended by two members of staff. The partner school's last issue with the programme was that it had not been visited by the lead school, although it is unclear from the evidence whether such a visit was planned and still due to happen or not.

At the point of data collection, the partner school had started developing an action plan but not implemented any policy changes yet. It had introduced one initiative after learning about it during a Behaviour Hubs webinar, which was a report card behaviour system, and wanted to implement the same 'zones of regulation' system as the lead school had in place. Early changes deriving from the school's participation in Behaviour Hubs included optimisations of the school's data systems by linking attendance and behaviour information, sharing webinar learnings with peers during staff meetings, and improving staff communication around behaviour and behaviour policy. Anticipated future outcomes included higher consistency in behaviour management, improving behaviour and focusing on rewarding positive behaviour, increasing headteacher and deputy

[55] PEG charts are visualisations that track pupil behaviour and associated rewards throughout the day. The '1-2-3 magic' system encourages a calm approach to behaviour management that focuses on non-verbal signalling.

headteacher presences, clarifying staff's behaviour-related roles, and freeing up time by improving behaviour to focus instead on mental health.

6.1.5 Case Study 7

6.1.5.1 Case Study 7 – Partner School 1 (Extended Support)

Prior to joining Behaviour Hubs, behaviour had already been established as an area of focus for the partner school. It had increased its efforts to improve behaviour after joining a multi-academy trust (MAT), specifically by adopting a positive support and relationship-building approach to pupil behaviour management, which had been supported by the employment of a new 'School Improvement Lead' at the MAT. The school's existing behaviour management policies emphasised rewards and de-escalation rather than sanctions and compliance. They included positive engagement and open-door policies, one-to-one sessions for struggling pupils, a digital system to log behaviour, and specific approaches to communication and classroom reintegration intended to be calming, humorous and individualised. Joining Behaviour Hubs complemented the partner school's existing efforts to improve behaviour as the programme is centred less around behaviour management on the ground and more around structures and routines.

The partner school had no input in the matching process with its lead school. Being an alternative provision (AP) school, it was happy to be matched with another AP school, and whilst the lead school was a significant distance away this was felt to be worthwhile by the partner school. However, the lead school was a primary school whilst the partner school had both primary and secondary cohorts and had the most behavioural issues with its Year 11 pupils. The primary school therefore felt it would have been beneficial to have been matched with a lead school that also had a secondary cohort. That said, the schools held a positive relationship. They both greatly appreciated the opportunity to visit each other, although the nature of the lead school's visit to the partner school was unclear as it evolved into an inspection-style visit for which the partner school was not prepared. Their communication over emails and Microsoft Teams meetings, as well as during in-person visits, was strong, and the lead school offered support beyond what was expected through Behaviour Hubs.

The main limitation of the programme for the partner school was its training. Whilst the school drew a small number of useful learnings from the training, and there were certain sessions focusing specifically on AP training which were motivating, the training sessions were largely geared towards mainstream settings and were thus less helpful for the partner school as an AP school. Training on Special Educational Needs (SEN) would have particularly benefited from being split into sessions for mainstream staff and sessions for SEN professionals. Furthermore, there was a lack of flexibility with regards to which staff could attend the training. Sessions were restricted to members of the SLT,

yet staff number attendance requirements were not always possible given staff capacity and some of the sessions would have been more beneficial to teaching than SLT staff.

By the point of data collection, the lead school had reviewed the partner school's audit and action plan, including its behavioural priorities and plans for future changes. The lead school had equally shared and demonstrated good practice from its own experiences as well as from other schools it had been partnered with, and the partner school had visited it. Key learnings included the value of limiting teachers' individual freedom and implementing more structure to drive behavioural change, and the importance of consistency when applying behavioural boundaries and expectations to ensure positive behaviour management. The partner school has also adapted Behaviour Hubs' holistic approach to behaviour by centring its efforts on teaching and learning, which are deeply intertwined with behaviour. Furthermore, it had implemented a practical change by reorganising its curriculum into a 5-part lesson format, which it had observed being used when visiting the lead school.

The partner school's future priorities within Behaviour Hubs included revising its school values, adopting a new behaviour policy with simplified language and an accessible document, embedding behavioural structure and skills within staff practice, setting clear behavioural expectations to pupils, and sustaining more engagement from parents as well as from the mainstream schools that pupils were initially referred from. The lead school suggested that changing the school's culture of behaviour would incur challenges, as it perceived there to be no existing consistency across partner staff in implementing behaviour measures and thus anticipated that the necessary changes for the school to achieve its desired outcomes would be greater than expected and cause significant disruption.

6.1.5.2 Case Study 7 – Partner School 2 (Extended Support)

Behaviour in the partner school had been poor prior to joining Behaviour Hubs, with specific challenges including defiance, truancy, verbal abuse and physical assaults, as well as fighting issues among female pupils. There were certain behavioural systems in place, notably daily staff briefings in which members of the SLT could raise any relevant behavioural issues, as well as a digital system to log pupil behaviour that was also accessible to social workers. However, behaviour policy as a whole was weak and there is contradictory evidence on its consistency. It is unclear whether policy was applied differently across pupils because of different needs, or whether there was overarching inconsistency in its application. Combined with poor induction processes and ineffective monitoring, this had led to deteriorating behaviour and staff morale. Attendance was below average and relationships between staff and pupils were weak. It is noteworthy, however, that the lead school found behaviour in the partner school to be better than initially expected. The school joined Behaviour Hubs seeking behavioural improvement and a framework within which it could implement planned changes. This framework

would require the improvement of systems, social norms and relationships, ultimately enabling staff to support pupils' transition into an AP setting in a structured fashion, allowing both pupil and staff development. The school's specific goals were to improve the school's behaviour, environment, and staff wellbeing, and to implement a new behaviour policy as well as new robust inductions for staff and pupils.

Being a secondary school, the partner school was initially displeased at being matched with a primary lead school, but it realised they had more in common than previously considered once they visited the school in person. The schools were both Pupil Referral Units (PRUs) and developed a positive relationship grounded in support and honesty. The lead school was supportive of the partner school's desire to conduct preventative and early intervention work in mainstream schools, and the partner school equally appreciated that the lead school spent time with its staff and pupils and were flexible about submitting action plans.

The programme structure benefitted the partner school as its imposition of key deadlines motivated the school to work on outputs such as its action plan. Networking events and open days were further helpful for the partner school to develop relationships, observe outstanding practices and have in-depth discussions with the lead school on implementing behavioural strategies, which helped the partner school to set realistic timelines. Certain elements of the programme were less beneficial, however, notably the training. Whilst two of the sessions were found to be useful, most of the training was geared towards mainstream schools and therefore wasn't as relevant for the partner schools (a PRU). Furthermore, the delivery could have been improved by making it less monotonous, providing the reading materials and being able to download the slides ahead of time, and being more flexible with the requirement that two SLT members attend, as staff did not necessarily have the capacity for this. Despite these drawbacks, the school adapted its behavioural implementation plans following attendance at each virtual training module and this reflective practice aided the building of its final action plan.

By the point of data collection, the partner school had begun designing and implementing a new behaviour policy, including training for consistency of approach, behaviour modelling by the SLT, and monitoring effectiveness. Alongside this, it had introduced more robust inductions for staff and pupils that helped to foster stronger relationships and improve behaviour across the school, and had reviewed its structure of sanctions and rewards. This included removing its detentions system, which in turn led to a calmer and more positive end of day atmosphere. The lead school had also prompted the partner school to work on its mission statement and future vision and had made suggestions on the partner school's action plan. The auditing process had equally been a useful tool of reflection for the partner school, although there were technical difficulties with the digital template it had used.

The effects of these changes were beginning to materialise. Pupil behaviour, relationships with staff, and the consistency of behaviour management had generally improved, as observed by the lead school during a visit. Indeed, the number of pupil exclusions had decreased and the rate of pupil attendance had increased. According to a mySchoolWellbeing survey, rates of staff wellbeing and positive attitudes towards the school had also increased. Future priorities included co-producing a new mission statement, rewriting the school's rewards and sanctions policy, rewarding good attendance, further increasing consistency in behaviour policy application by staff, increasing multiagency working by inviting external agencies to give talks to pupils, rebuilding relationships with pupils that may have been altered by Covid lockdowns, encouraging pupils to express their feelings more, and improving pupils' educational and personal outcomes.

6.1.6 Case Study 8 (Core Support)

Prior to joining Behaviour Hubs, the partner school had existing educational programmes in place for character and personal development. It enrolled in Behaviour Hubs to improve the governance over its behaviour systems and ensure all teaching staff were up to date on the correct systems, especially given the school's workforce had significantly expanded in recent years.

The partner school had little information on how they would be matched with a lead school and no agency within this matching process. There is mixed evidence on the ensuing relationship between partner and lead schools, where positive relations quickly emerged yet specific roles were not clearly defined to all participants. Scheduling challenges also emerged where the distance between the schools made it difficult for them to find times to meet.

The main benefit of the programme for the partner school was the structure it provided the school to make improvements and strengthen existing systems. That said, certain programme specifics were less useful. The training was inconvenient for partner school staff who had to travel considerable distances to attend, only to find out sessions were recorded and thus could have been organised more flexibly. Moreover, whilst some of the sessions were found to be useful, many were not particularly relevant. The programme's networking initiatives were also lacking, as the networking day attended by the partner school focused on another school's particular demographics and experiences and, as such, wasn't useful for the partner school's own circumstances. Networking meetings were equally unhelpful, providing insufficient opportunities to learn from other schools.

In pursuing concrete change, the auditing process highlighted what the school needed to improve and an open event which it attended enabled it to work on its behaviour action plan with lead school staff. The overarching change deriving from the school's

participation in the programme was the renewed focus on school governance over its behaviour systems. Indeed, out of 11 members of staff who completed both baseline and follow-up surveys during the programme, 2 initially strongly agreed that all staff implemented behaviour rules and policies as set out by the school, whereas 8 strongly agreed on this by the time of the follow-up. Furthermore, all 11 of these respondents strongly agreed on two points in the follow-up survey, compared to 9 and 4 respectively in the baseline. The first was that there was a clear vision of what was expected by good behaviour, and the second was that pupils were well-informed of behavioural expectations when joining the school and then regularly reminded of these. However, results from baseline and follow-up pupil surveys do not necessarily corroborate this, although the sample sizes differ at 212 pupils and 308 pupils respectively. In the baseline survey, 44% of pupils strongly agreed that they understood the school's behaviour expectations from them, compared to 39% in the follow-up survey. Moreover, 28% of pupils in the baseline survey strongly agreed that their school's behavioural rules were easy to follow, compared to 16% in the follow-up survey.

Staff also felt better supported, as respondents strongly agreeing that behaviour management training and development was available to them and that they were encouraged to seek support from senior leaders to manage persistent disruptions increased from 2 to 8. This was equally accompanied by the introduction of a culture of recognising and celebrating positive behaviour, which 8 respondents agreed upon in the follow-up survey compared to 1 in the baseline. Finally, visiting the lead school underscored to the partner school the importance of a visually impressive and welcoming school environment. The partner school has since carried out works and introduced a memory tree display to improve its appearance and, in turn, perceptions of the school.

6.1.7 Case Study 9 (Core Support)

The partner school is a secondary school that serves a high proportion of children and young people (CYP) who face various challenges in their academic and personal lives, such as attachment issues, self-harm, domestic violence, and abuse. This is underscored by survey data from the school staff, one-third of whom reported poor pupil behaviour in the school, with six out of the ten respondents saying it was acceptable and only one rating it better than that. Similarly, nine out of ten respondents thought that pupils' behaviour negatively affected other pupils' learning to a medium extent.

Prior to enrolling in the Behaviour Hubs programme, the school had seminar sessions about the "Raising Achievement of Disadvantaged Youngsters" approach (RADY) for a few years. It covered attachment training and made sure that children and young people are valued in school. It is reported to have been a success and had increased the attainment of disadvantaged pupils but had not been as prominent since the Covid-pandemic.

The school is pursuing an approach of a strict and consistent system of rules and consequences that aims to create a calm and orderly learning environment. Indeed, a survey of matched respondents note that an increased number of staff thought that the policy, rules and routines set by the school were easy to follow in the follow-up survey. Similarly, more respondents in the follow-up survey felt that it was clear how they should apply behaviour rules consistently and fairly across the school environment.

The partner school has also implemented a character-building programme that focuses on developing the CYP's spirit, self-regulation, resilience, integrity, perseverance, industriousness, and teamwork, supported by a reward system and an AP centre. The centre is based within the school and provides a space for CYP to access when they cannot cope with five lessons per day.

The partner school reported to face some challenges and barriers, such as balancing the strict approach with compassion and understanding, and training and supporting their staff to deal with complex needs and backgrounds of CYP.

Survey data taken from school pupils seems to corroborate the account on challenges. Although the respondents were not matched and the sample size differs vastly, more pupils reported pupil behaviour to be below average, poor or very poor in the follow-up survey (22.71%) than the baseline (20%). The data consistently bears out slightly worsened perception of pupil behaviour in the follow-up survey, including questions on the frequency of shouting and interruptions during lessons. This sits at odds with data taken from the matched staff survey, which shows an improved perception of pupil behaviour.

Examining the relationship between the partner school and the lead school, it is characterised by profound differences in their underlying characteristics. Although the partner and the lead schools share a common faith-based approach to teaching, they differ in terms of their socio-economic and demographic profiles, as well as their behaviour policies and practices.

The partner school is in one of the most deprived areas of the UK, whereas the lead school was thought to be less diverse and did not have primary aged CYP. The partner school reported that there were some stark differences between themselves and the lead school, including different parents, CYP, support networks, local structures and partnerships with other local organisations. The lead school shared these concerns; they perceived that they were matched on the faith side, not for ethnicity or pupil premiums.

Nevertheless, the partner school appreciated the responsiveness and helpfulness of the lead school, which provided them with lots of information and feedback, as well as the opportunity to visit and learn from them and other schools in the behaviour hubs network. However, they also felt that the lead school may not fully understand or appreciate the context and circumstances of their school and requested to be matched with another lead

school that may be more suitable and relevant for them. In the end, neither of the two schools they were matched with were deemed appropriate by the partner school.

Additionally, the partner school's principal had a contrasting view of the lead school and their own school. They admired the lead school as "really wonderful", while they saw their own as tough. They also assumed that the lead school would not have any experience or knowledge of being in such a tough school.

The partner school also found it helpful to visit lead schools, to see their structures and the way they manage behaviour. Several staff members have been sent out to see other schools so that there is more of a 'collective bond' when bringing new strategies into the school.

In their opinion, a visit from the lead school would have been key as they felt it was important for the lead school to get a feel for things in practice. This includes observing how CYP conduct themselves and manoeuvre around the school, rather than just being told about this on paper. The partner school was also looking to train teachers so that they wouldn't unfairly target CYP after a confrontation, which could then result in escalation and exclusion.

Overall, there is evidence of change in school practices as a result of Behaviour Hubs. The relationship between the partner and lead school was reported to be positive, but was hampered by the profound differences in their underlying characteristics.

6.1.8 Case Study 10

6.1.8.1 Case Study 10 – Partner School 1 (Extended Support)

This is a primary school in a rural area with a high proportion of disadvantaged pupils. The school has faced some challenges with behaviour management, especially after a rapid expansion in pupil numbers and staff turnover.

Prior to joining Behaviour Hubs, they had a behaviour policy system that was put in place very quickly as there was an urgent need, but it lacked consistency and clarity. The school joined the Behaviour Hubs programme hoping to improve its behaviour culture and outcomes.

Overall, as a result of the programme, the school has updated and refined its behaviour policies, especially the elements related to sanctions and rewards. They have also introduced some common ways of working, such as walking on the left side of the corridor, to create a more orderly and respectful environment. The school has also made its Christian values more visible and explicit and has aligned them with the behaviour expectations.

It was reported that the programme has provided the school with a structure and focus for its behaviour improvement journey. The programme has also helped the school to keep on track and to monitor its progress. The school appreciated the support and feedback from the lead school, especially the in-person visits, which allowed for direct observation and modelling of good practice. The partner school also found the action plan to be a useful tool for setting goals and identifying actions.

As a partner school, it has faced various obstacles while participating in the programme. They reported that the programme activities were difficult to fit into their busy diary, as the dates were announced too late and there was little flexibility or choice. They also felt that the programme did not provide enough resources or networks within their region, or on topics such as inclusion and SEND (Special Educational Needs and Disabilities).

They also had mixed views on some aspects of the programme, such as the training materials, the networking opportunities, and the supporting resources. The school acknowledged that the training materials were well-structured and systematic, but they also felt that they were not very new or relevant for their school, and that the training sessions were too slow and condensed. They appreciated the networking with other schools, but they also noted that there were not many schools nearby or similar to them that they could visit or learn from. Although they found the supporting resources to be sufficient, they also felt that they did not have enough time to complete them, and that they could be more linked to other programmes or tailored to their school’s needs.

The relationship between the partner school and its lead school has been characterised by mutual respect, flexibility, and openness. The partner school praised the lead school’s approach, which has been non-judgmental, supportive, and collaborative. The lead school has not imposed its own practices on the partner school, but rather has helped them to review and refine their own policies and plans. The partner school has been receptive, engaged and has appreciated the feedback and guidance from the lead school.

The relationship has also involved various activities, such as visits, training, mentoring, and action planning. The visits have been particularly beneficial, as they have allowed for direct observation, modelling, and sharing of good practice. The mentoring has been responsive, supportive, and has helped the partner school to keep on track and monitor their progress. The action plan has also been a useful tool for setting goals and identifying actions.

However, the relationship between the partner school and its lead school has also faced some challenges. One of the main issues has been the distance between the schools, which has made it difficult to arrange regular and frequent visits. The lead school has also expressed frustration with the administrative burden and the lack of clarity around the expectations of the role.

Another issue has been the differences between the schools, such as their size, structure, staffing, and funding. The partner school has felt that some of the lead school's practices were not applicable or feasible for their context, and that the lead school could not help them with some of their specific challenges, such as maintaining presence on both sites. The lead school has also encountered some resistance from a senior staff member at the partner school, who was defensive and less open to suggestions. However, both schools have also recognised some commonalities, such as their approaches to the curriculum and their trauma-informed practices.

6.1.8.2 Case Study 10 – Partner 2 (Core Support)

This is a primary school that has been involved in several school improvement programmes, such as English Hubs and Education Technology (EdTech). They reported to have a strong culture of positive relationships between adults and children, based on their core values and policies. For example, each class has their own culture statement, and the school has a no shouting policy.

Despite their efforts, the school still faced some issues with behaviour management and enforcement. They wanted to review and revise their behaviour policy, to make better use of their support staff to address the needs of pupils with behavioural difficulties, as well as to have more time and space to reflect on their practice and to learn from other schools with similar challenges.

As part of the Behaviour Hubs programme, they attended an open day at the lead school. They were the only partner school present, which allowed them to have more focused and tailored support. They observed the lead school's daily routines, class timetables, and support staff allocation, and also discussed their action plan with the lead school and set targets for the next term.

The school also perceived the behaviour advisers' research-based, practical and realistic input on behaviour management to have been valuable. The school felt reassured that they were on the right track and that they could refer to the lead school and the adviser for any questions or issues.

In terms of overall results, the school has not yet implemented any major changes at the point of fieldwork, but they have reviewed and revised their behaviour policy. They have also drafted new timetables for their teaching assistants and support staff, but they have not yet put them into practice.

The main benefit and progress that the school has seen was in having an opportunity to reflect on their practice and to focus on behaviour. They also noted that they had gained more confidence and clarity in their approach to behaviour management and enforcement. Finally, they reported to be grateful for the Behaviour Hubs Programme and the support they have received.

When it came to the relationship between partner and lead schools, the partner school felt that they matched with a lead school that had a similar ethos and approach to behaviour management and enforcement. The lead school was also reported to have a high level of experience and expertise in the field and was willing to share their practice and resources with the partner school.

However, the partner school noted that they faced challenges in accessing the programme's activities and resources. First, their school was located two hours away from the lead school, which made it difficult to attend the open days and training sessions in person. They also had a limited capacity to cover for the staff who had to attend the online training. Altogether, the school would have preferred to have the option of watching a recorded session or having one staff member attend in person and the other catch up online.

6.1.9 Case Study 11

6.1.9.1 Case Study 11 – Partner School 1 (Extended Support)

The partner school had worked on its behaviour culture and management prior to joining Behaviour Hubs. It had, for instance, appointed a Vice Principal whose role it was to ensure consistency in the school's behaviour culture by implementing routines and policies that would standardise behaviour management. The school had made significant advances with its pupils' behaviour and attitudes in the eighteen months prior to its participation in the programme, and Behaviour Hubs thus presented itself as a medium for the school to further evolve its existing procedures and practices. It wanted to create and embed a behaviour curriculum that was accessible, focused on positive behaviour rather than solely compliance, and provided clear details on expectations, routines, responses and relationships.

The partner school had no input in the process of matching with a lead school. A major difference between the schools was that the lead was single gender whilst the partner was mixed. Moreover, the lead school was not within the partner school's local area so visiting it required significant travelling. Despite this, the schools built a good relationship where the partner school was happy with the lead school's support, communication and partnership approach. It particularly valued being visited by the lead school, having its existing behaviour policies assessed and receiving high quality feedback.

The induction was a beneficial element of the programme for the partner school as it clearly communicated expectations of programme involvement. By contrast, a networking event attended by the partner school was seen as poor value as it was a two-and-a-half-hour drive away and only lasted half a day. Furthermore, the programme's mandatory training was of limited utility as it was pitched to a lower level of behaviour policy understanding and development than held by the partner school. Challenges raised by

the programme included staff skill sets and competencies, the need to take risks and secure staff buy-in, and the time and resources required for implementation, such as the time commitment expected from senior staff both through taking part in courses and spending time away from the school site.

A key learning for the schools was that the partner school should tailor behavioural practices to its own circumstances rather than duplicate what it had observed in the lead school. By the point of data collection, the school had not yet been able to progress on large scale changes, such as developing an onsite AP for pupils who reach the stage of exclusion. Participation in the programme had, however, created extra momentum for the partner school to pursue its behaviour aims and helped in consolidating its plans for how to pursue these aims. Regular staff training was being carried out as part of the school's Continuing Professional Development (CPD) programme, seeking to enable staff to confidently apply the behaviour curriculum and safeguard pupils and to embed consistency in this application. The school was also revising its use of language in behavioural contexts and behaviour policy was being refined through an emphasis on implementing routines and setting expectations that pupils could articulate. For instance, CPD training focused on positive language that reinforced the school's values of Respect, Responsibility and Resilience, and phrases such as "behaviour is a team sport" and "certainty not severity" had become framed in routines and responses. Furthermore, the school was using monitoring data and identification of Special Educational Needs and Disability (SEND) to understand the reasons for pupils' non-compliances, and staff had become highly visible during unstructured times by altering supervision arrangements and what they wore.

There is mixed evidence on the outcomes produced by these efforts. Case study material provided by the school reports that these changes culminated to improve the school's culture of behaviour and provide clear pathways for behaviour management. However, data from two surveys undertaken by staff at different stages of the programme, shows little significant difference in responses related to behavioural standards and practices. For instance, out of 16 respondents who answered both surveys, only 4 felt by the time of the follow-up survey that all staff were applying behaviour rules and procedures as set out in the school's vision and policy, which was an increase of 1 from 3 respondents in the baseline survey. The school's future priorities included continuing to embed its behaviour curriculum, ensuring this curriculum and behavioural expectations were frequently delivered to key stakeholders, and providing more professional development for staff according to need.

6.1.9.2 Case Study 11 – Partner School 2 (Core Support)

Prior to joining Behaviour Hubs, the partner school had devised a new behaviour strategy based on evidence-based research by the Education Endowment Fund (EEF) and it wanted the opportunity to further reflect on what could be improved. Behavioural issues

included truancy, anti-social behaviour, and disruption in lessons. The school had concerns about the adequacy of its reasonable adjustments, the consistency of behavioural management among its staff, and was looking to adapt its exclusions and suspension policy. Its goals included revisiting its approaches to behavioural issues and developing a restorative and relationship-based approach to behaviour management to be understood by the whole school community, ensuring follow-ups on behavioural issues, increasing the visibility of staff, eliminating 'low engagement' wandering, ensuring more effective provision for Special Educational Needs and Disability (SEND) pupils who were disengaged, and improving practice around lateness, truancy and mobile phones.

The partner school had no input in the process of matching with a lead school. A major difference between the schools was that the lead was single gender whilst the partner was mixed. Moreover, the lead school was not located in the partner school's local area so visiting it required significant travelling. That said, the schools were closely aligned in context and values and felt they had a shared vision for their pupils. This helped the partner school observe the practical implementation of behaviour improvement. The schools built a positive relationship grounded in support and transparency, where the lead school was honest about its own behavioural challenges and encouraged the partner school to select the programme learnings it found the most useful and adapt them to their own needs and circumstances. When the head of the partner school considered withdrawing the school from the programme, it was this strong relationship with the lead school that convinced them to remain part of it.

The most beneficial element of the programme was the open and networking days with lead and other schools, which were carefully organised and allowed the partner school to see good practice in action, further develop its relationship with the lead school, transfer information, and speak with other schools. The partner school created an action plan that complemented their pre-existing school improvement plan with practical actions inspired from their visits to the lead school. Being visited in return by the lead school was also helpful in recognising the positive progress that was underway and supporting the partner school in considering its next steps. Its interactions with other schools were less beneficial, as they were often informative yet contained fewer transferable learnings when the schools' context and values did not align with the partner school. A networking day attended at a primary school, for instance, was found not to be relevant for the partner which is a secondary school. Another unhelpful element of the programme was its induction, which was not aimed at the partner school's level of need and initially made it want to withdraw from the programme. The training also had sessions which were deemed too simplistic, but the partner school appreciated that this could be validating of their existing practices even if it wasn't informative. Further issues with the training included being placed in breakout rooms with primary schools which was felt to be unsuitable due to the disparities between their experiences, timings during the school day which were difficult for staff to attend due to teaching responsibilities, and the

requirement that two SLT members attend certain sessions, which strained the SLT's limited resources. There was equally a lack of expertise around children with the most complex needs.

Through engaging with the programme, the partner school updated its suspension and permanent exclusion policy in response to learnings about its reasonable adjustments, appointed an Emotional Literacy Support Assistant, tightened its mobile phone policy, and increased staff visibility during unstructured times by altering supervision arrangements and what they wore. Behaviour management has become visibly more consistent. This is underlined by survey data of matched staff members that shows fewer (2 to 1) disagreed with the statement that leaders and managers monitor and analyse behaviour data and take swift, reasonable action to address issues. Behaviour is also reported to have improved. This includes social time behaviour, with fewer serious incidents occurring than in previous years. Where behaviour is poor, it is observed in the form of low-level disruption, mainly concentrated in Year 8. A year after joining the programme, detentions and suspensions had decreased since joining and three-quarters of the school community did not accrue any significant behaviour points during that academic year. That said, monitoring data did suggest an increase in truancy incidents. Survey data also noted an increase within the staff who reported 3-5-minute-long disruptions during lessons. There had also been a tightening in reporting, however, and as such it is unclear to what extent this accounts for the increase. Truancy has been highlighted as the main challenge to be faced next.

6.2 Annex B: Additional information from the surveys

6.2.1 Survey response rates and missingness

Pupil response rates, computed by comparing the number of completed pupil surveys against the numbers of pupils in each of the schools as reported in the management information (MI) data, are higher in the baseline survey, compared to the follow-up survey. The mean school response rate was 43% in the baseline pupil survey and 34% in the follow-up pupil survey (see Table A5).

This pattern was mirrored by the staff surveys, with an average response rate in schools of around 97% in the baseline staff survey and around 62% in the follow-up staff survey. Response rates for staff surveys were computed comparing the number of teacher surveys against the numbers of FTE teachers in school at programme entry as reported in MI data[56]. There is significant attrition in the data, with only about 13% of the 9,688 staff survey responses in the baseline survey included in the matched staff survey data for longitudinal analysis. Matched staff survey data includes surveys from only those staff that have responses at both baseline and follow-up.

This calculation was made possible by the fact that for staff surveys, the data allows for individual identification of data points in both baseline and follow up surveys. This was not the case for pupil surveys: in pupil surveys, there is no information that can help determine whether the respondent is the same person in the two surveys. Consequently, longitudinal analysis could not be carried out for pupils at an individual level. Changes in the pupil surveys are instead analysed comparing differences in aggregated school figures between the two waves. Because these analyses are based on aggregated rather than individual figures, the significance testing carried out should be considered tentative[57].

[56] Note that the surveys have substantial missingness and non-overlap. The response rates reported here are calculated as the average of response rates in each school, so that there is significant variation in these response rates across schools. There is also significant non-overlap in response rates at the individual level as well as at the school level – while 296 schools are included in the baseline staff surveys and 204 in the follow-up staff surveys, only 165 schools are included in the staff surveys matched across baseline and follow-up.

[57] Seventy-seven schools are included in the longitudinal analyses of pupil surveys aggregated at the school level.

Table A5: Summary of data availability by survey data source – overall response rates

	Pupils Baseline	Pupils Follow-up	Staff Baseline	Staff Follow-up	Matched Staff
Number of schools	128	95	296	204	165
Number of schools with responses at both baseline and follow-up	83	83	165	165	165
Number of respondents per school (mean)	246	196	51	41	16
Number of respondents per school (standard deviation)	242	168	29	28	11
Overall response rate[58] (mean)	43%	34%	97%	62%	28%
Overall response rate (standard deviation)	24%	18%	63%	48%	24%
Number of schools with data available for longitudinal analysis	83	83	165	165	165
Number of schools with fewer than 20 respondents	119	90	255	121	55
Number of schools with fewer than 20 respondents out of those with data available for longitudinal analysis	77	77	55	55	55
Number of observations	31,886	18,635	9,688	4,235	1,290

Source: Pupil baseline surveys and pupil follow-up surveys. Staff baseline surveys and staff follow-up surveys.

[58] The overall response rate in the school for pupils for each timepoint is calculated by dividing the number of pupil responses to the survey by the number of pupils in the school as recorded in the MI data. The pupil numbers in the MI data are taken from the MI data at joining (as a baseline estimate), and if missing, the pupil numbers in the latest academic year are used instead. Similarly, the response rates for the staff survey are calculated by dividing the number of teaching staff (excluding leadership) responses at each timepoint (and in the matched data) by the FTE teacher totals recorded in the MI data at programme entry. It is not possible to assess response rates for school leadership, as total number of school leaders per school is not available in the MI data. Discrepancies in the MI data estimates of FTE teachers with the actual numbers of teaching staff employed (regardless of full-time status) may lead to inaccuracies in this estimation.

As it is not possible to link pupil survey responses across waves, analysis of changes in aggregated pupil responses between baseline and follow-up may reflect comparisons across non-overlapping pupil samples. Findings related to this analysis of aggregated data need to be interpreted with caution also due to a small count of observations in many schools. The longitudinal analyses of pupil surveys aggregated at the school level only includes schools with at least 20 pupil survey responses or with school-level response rates of at least 10% in both waves. In addition, high longitudinal attrition for matched staff survey data means that longitudinal analysis is likely to be limited in its validity by systematic and selective attrition. Note that this report aims to present descriptive patterns comparing groups of respondents cross-sectionally, as well as to denote any statistically significant changes over time. The analyses included here do not try to disentangle whether changes could be causally attributed to the intervention, and any statistically significant changes could be caused by other phenomena such as regression to the mean or selective attrition. While the findings in the report may be used to support qualitative findings as indicative of statistically significant changes, they could not be used on their own to evidence changes that occurred *due* to the programme.

Analyses were adjusted to account for similarities in characteristics and behaviour perceptions for respondents within the same schools. Analyses considering differences in perceptions by respondent type were done using adjusted chi-squared tests that accounted for clustering of respondents at the school level (Donner, 1989). Cross-sectional and longitudinal associations of outcomes with respondent and school characteristics were investigated using multi-level models, where school clustering was accounted for by including schools as the first level in the multi-level models.

6.2.2 Sample response rates and characteristics

School names as reported in the survey data could not be matched with the MI data for a small number of (around thirteen) schools, leading to missing school level characteristics for some schools. No imputation was done to replace missing values as missingness was mostly at the school level[59]. Details on the analysis sample, including overall response rates as well as response rates by school type and levels of FSM eligibility, are reported in Table A5, Table A6 and Table A7.

[59] Matching to MI data was done using school names as the survey data did not include school URN information. School names were cleaned to ensure matching was possible to as many schools in the MI data as possible as schools may not have been named consistently in both datasets.

Table A6: Summary of data availability by survey data source – response rates by school type

School type	Pupils Baseline	Pupils Follow-up	Staff Baseline	Staff Follow-up	Matched Staff
Primary (n)	N/A	N/A	2,429	848	302
Primary (column %)	N/A	N/A	25%	20%	23%
Secondary (n)	31,690	18,616	6,174	2,896	887
Secondary (column %)	99%	100%	64%	68%	69%
All-Through School (n)	196	16	64	11	1
All-Through School (column %)	1%	0%	1%	0%	0%
Alternative Provision (n)	N/A	3	362	149	66
Alternative Provision (column %)	N/A	0%	4%	4%	5%
Special School (n)	N/A	N/A	312	116	11
Special School (column %)	N/A	N/A	3%	3%	1%
Missing (unmatched) (n)	N/A	N/A	347	215	23
Missing (unmatched) (column %)	N/A	N/A	4%	5%	2%
Number of observations (n)	31,886	18,635	9,688	4,235	1,290

Source: Pupil baseline surveys and pupil follow-up surveys. Staff baseline surveys and staff follow-up surveys.

Table A7: Summary of data availability by survey data source – response rates by school levels of FSM eligibility

	Pupils Baseline	Pupils Follow-up	Staff Baseline	Staff Follow-up	Matched Staff
Lower than 33% of pupils eligible for FSM in school (n)	25,938	14,558	6,766	2,955	937
Lower than 33% of pupils eligible for FSM in school (column %)	81%	78%	70%	70%	73%
Higher than 33% of pupils eligible for FSM in school (n)	5,850	3,737	2,565	1,018	329
Higher than 33% of pupils eligible for FSM in school (column %)	18%	20%	26%	24%	25%
Missing (unmatched) (n)	98	340	357	262	24
Missing (unmatched) (column %)	1%	2%	4%	6%	2%
Number of observations (n)	31,886	18,635	9,688	4,235	1,290

Source: Pupil baseline surveys and pupil follow-up surveys. Staff baseline surveys and staff follow-up surveys.

Pupil surveys were mainly obtained from secondary schools[60], while up to a quarter of staff surveys were also from primary schools. 18% and 20% of pupil surveys at baseline and follow-up respectively and 26% and 24% of staff surveys at baseline and follow-up respectively were from schools where more than 33% of their pupils were eligible for FSM at programme entry[61] (see Table A10), with these proportions not substantially affected by attrition or differential response rates across waves.

The highest proportion of pupil responses in both survey waves were from male pupils (48% at baseline) with slightly lower proportions of female pupils (45% at baseline) and small proportions of pupils in other gender categories (non-binary, other, prefer not to say). Pupils in younger year groups were increasingly more likely to respond to the survey in both survey waves. While close to 80% of staff responses at baseline and follow-up were from teaching staff, differential attrition across the survey waves means that 71% of the matched staff surveys are from teaching staff.

Pupil and staff responses at baseline were more likely to be from schools that had an Ofsted rating of 'Good' at programme entry, though both pupil and staff responses at follow-up were more likely to be from schools with 'Requires improvement' and 'Inadequate' ratings. While most pupil and staff responses in both waves were from schools on the 'core' support stream, proportions of pupils in schools on the 'extended' stream were substantially higher at follow-up (46%) compared to baseline (36%), implying that attrition was higher in core schools. Longitudinal analysis would therefore be based on data disproportionately focused on schools with lower Ofsted ratings at baseline, and schools on the extended stream, as well as on responses of school leaders, compared to cross-sectional analysis.

6.2.3 Additional data analysis

This section includes additional findings from the cross-sectional analysis of pupil and staff surveys and the time-series analysis of school level aggregates of pupil survey responses. It presents an overview of the differences in perceptions of pupil behaviour by respondent type in the baseline and in the follow-up survey data. These differences in perceptions are benchmarked against statistics from existing published external reports summarising nationally representative surveys on similar topics. This section presents the main patterns observed as well as differences in key outcomes related to perceptions of behaviour by respondent type.

Further analyses reported in this section also tested whether average perceptions for pupil and staff outcomes varied by respondent and school characteristics. The outcomes

[60] Small numbers of pupil survey respondents (less than 1% in each wave) are from all-through schools.
[61] On average, programme schools in the MI data had about 33% of their pupils eligible for FSM at programme entry, which was used as a cut-off to indicate whether schools in the sample had higher or lower levels of FSM eligibility compared to the average of the programme schools.

considered for this analysis are ratings of pupil behaviour, perceptions of bullying, whether teachers and school staff have positive relationships with pupils, and the extent to which pupil behaviour caused disruptions to learning (considered only for staff surveys). Characteristics considered for associations are pupil gender (only for pupil surveys), school region, support stream, and schools with a high proportion of pupils eligible for FSM[62]. Due to the length of the report, tables for non-statistically significant characteristics are not presented. Additional disaggregated analyses are available upon request.

6.2.3.1 Ratings of pupil behaviour

School leaders were more likely, compared to pupils and teaching staff, to rate pupil behaviour in their schools positively, in both survey waves. At baseline, 50% of school leaders (compared to 32% of teaching staff and 34% of pupils) rated pupil behaviour as 'good', 'very good', or 'excellent' (Table A8).

Table A8: Pupil and staff ratings of pupil behaviour at baseline and follow-up

Outcome	Pupils Baseline	Teachers Baseline	Leadership Baseline	Pupils Follow-up	Teachers Follow-up	Leadership Follow-up
Very Poor	6%	7%	3%	6%	5%	2%
Poor	7%	17%	10%	8%	13%	6%
Below Average	19%	23%	17%	21%	22%	11%
Acceptable	34%	21%	21%	34%	23%	16%
Good	21%	21%	32%	20%	23%	31%
Very Good	8%	10%	16%	7%	13%	30%
Excellent	5%	1%	2%	5%	2%	4%

Base: Pupils (n=31,886), teachers (n=7,829) and leadership staff (n=1,859) at baseline, excluding missing responses. Pupils (n=18,635), teachers (n=3,335) and leadership staff (n=900) at follow-up, excluding missing responses.

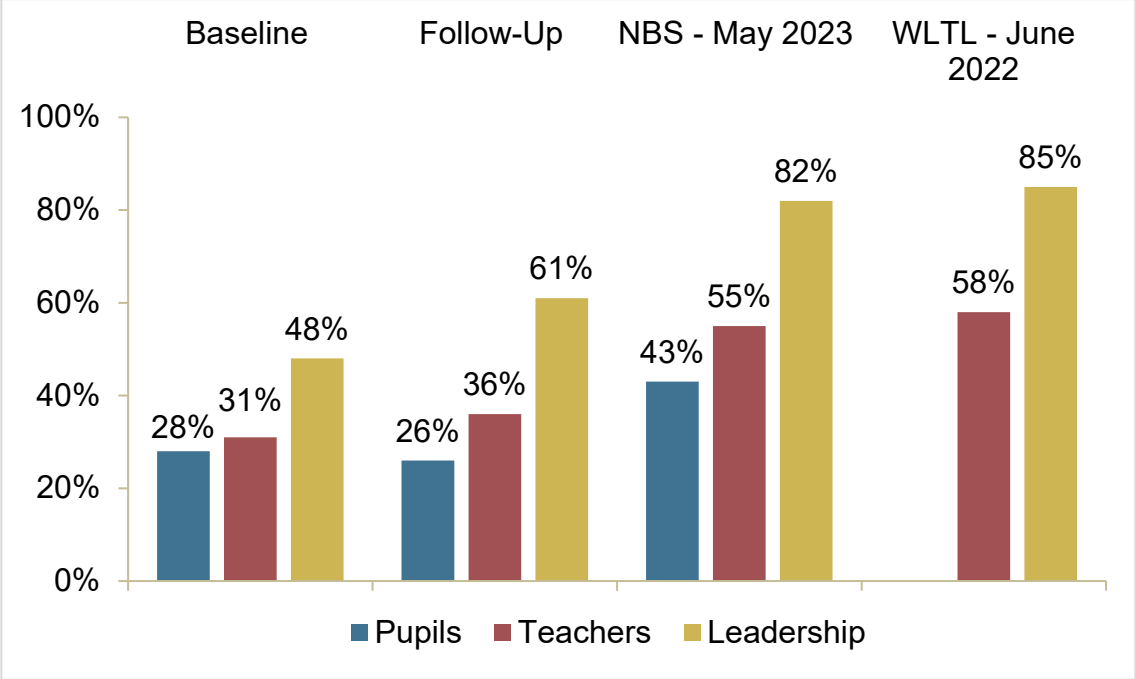
Source: Unmatched datasets. Pupil baseline surveys and staff baseline surveys. Survey question: In general, how would you rate pupil behaviour in your school? Missing responses not charted.

This pattern aligns with findings in the Working Lives of Teachers and Leaders Survey (IFF Research, 2023) where school leaders were more likely to rate pupil behaviour

[62] The analysis was conducted using multi-level models to account for clustering within schools. This involved conducting analyses both with and without school indicators and performing a Likelihood Ratio Test to compare the goodness of fit with and without school clustering. Models with clustering fit the data significantly better than the one without, and so the results reported account for clustering within schools.

favourably (85% compared to 58% of teachers) (Figure A12). In the National Behaviour Survey (NBS) (Department for Education, 2023) 82% of school leaders rated behaviour over the preceding week positively, whilst only 55% of teachers and 43% of pupils did so. Reported behaviour ratings are lower in the surveys presented in this report compared to the statistics from nationally representative surveys; this is expected given that schools were likely to take part in the programme if they had self-assessed poor levels of behaviour.

Figure A12: Percentage of pupils and staff rating pupil behaviour as good, very good or excellent at baseline and follow-up compared with positive ratings of pupil behaviour in nationally representative surveys

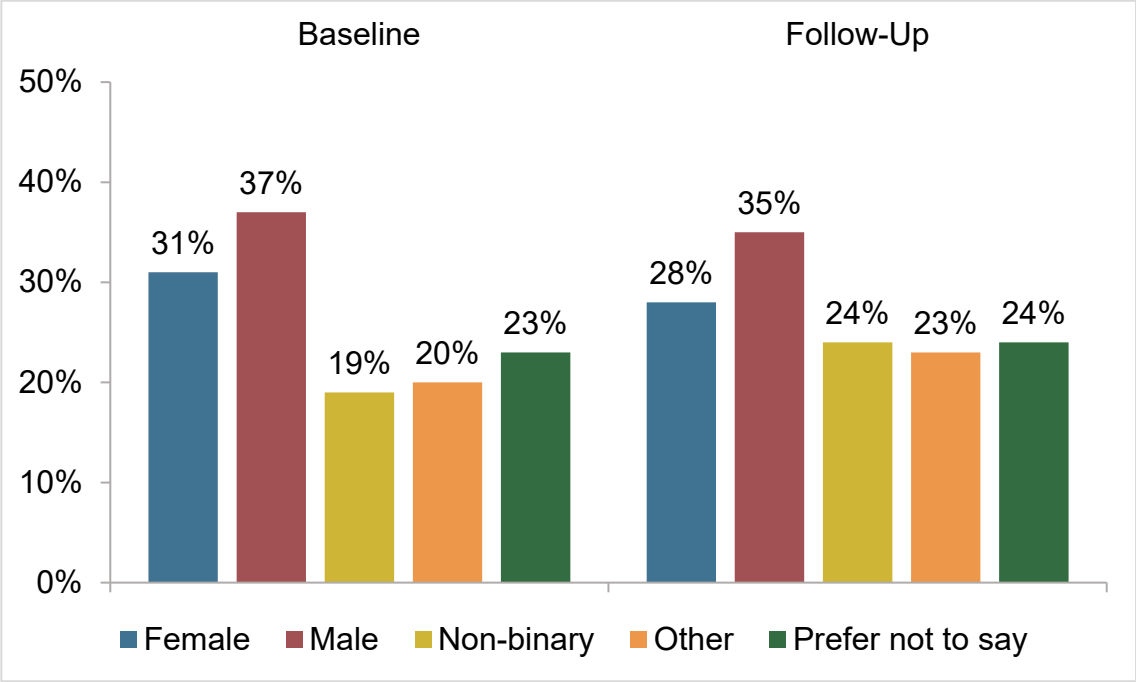


Base: Pupils (n=31,886), teachers (n=7,829) and leadership staff (n=1,859) at baseline. Pupils (n=18,635), teachers (n=3,335) and leadership staff (n=900) at follow-up. Year 7-13 pupils (n=2,521), teachers (n=1,478) and leadership staff (n=780) from the NBS. Teachers (n=9,320) and leadership staff (n=1,857) from the WLTL.

Source: Pupil baseline surveys and pupil follow-up surveys. Staff baseline surveys and staff follow-up surveys. National Behaviour Survey May 2023. Working Lives of Teachers and Leaders survey June 2022.

Analyses considered differences in ratings of pupil behaviour by respondent and school characteristics. The outcome considered here was whether respondents rated pupil behaviour in their school as ‘good’, ‘very good’, or ‘excellent’. Male pupils were more likely, compared to female pupils or those reporting other gender categories, to rate pupil behaviour positively at both baseline and follow-up (Figure A13).

Figure A13: Percentage of pupils rating pupil behaviour as good, very good or excellent by pupil gender at baseline and follow-up

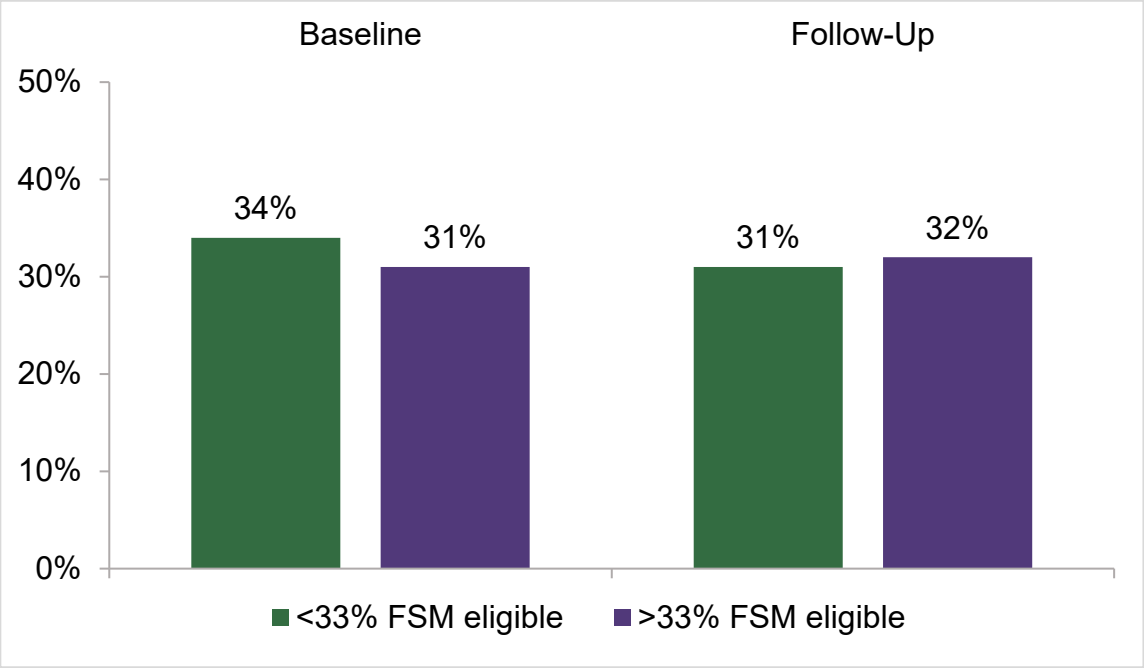


Base: Pupils who indicated their gender as female (n=14,434), male (n=15,408), non-binary (n=713), other (n=488), and prefer not to say (n=843) at baseline. Pupils who indicated their gender as female (n=8,551), male (n=9,134), non-binary (n=299), other (n=204), and prefer not to say (n=447) at follow-up.

Source: Unmatched datasets. Pupil baseline surveys and pupil follow-up surveys. Survey question: In general, how would you rate pupil behaviour in your school?

Pupils in schools with lower levels of FSM eligibility were slightly more likely to rate behaviour positively at baseline compared to those in schools with higher levels of FSM eligibility (Figure A14). This corresponded to 34% and 31% of pupils respectively rating behaviour as good, very good or excellent at baseline. At follow-up, the direction of the difference shifted. The proportion of pupils in schools with lower deprivation levels who rated behaviour positively decreased by 3 percentage points, while the proportion of pupils in schools with higher deprivation levels increased by 1 percentage point. Consequently, pupils in schools with higher levels of FSM eligibility were slightly more likely to rate behaviour positively at follow-up than schools with lower levels of deprivation.

Figure A14: Percentage of pupils rating pupil behaviour as good, very good or excellent at baseline and follow-up by school levels of FSM eligibility

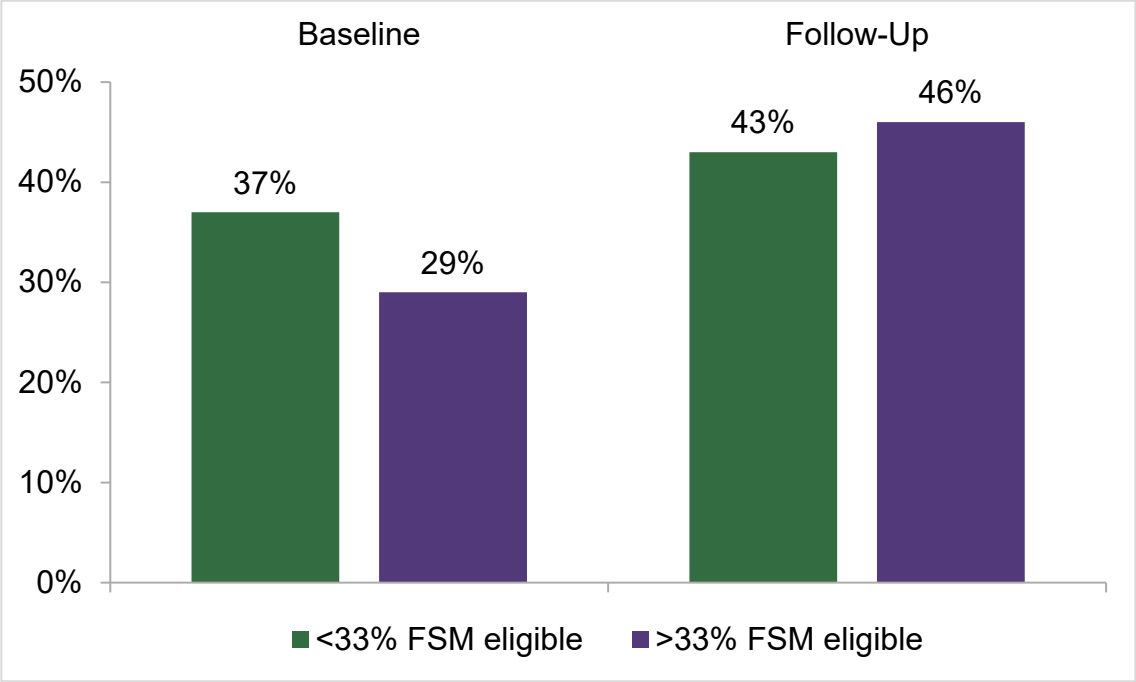


Base: Pupils in schools with <33% FSM eligibility at baseline (n=25,938) and follow-up (n=14,558). Pupils in schools with >33% FSM eligibility at baseline (n=5,850) and follow-up (n=3,737).

Source: Unmatched datasets. Pupil baseline surveys and pupil follow-up surveys. Survey question: In general, how would you rate pupil behaviour in your school?
Responses from schools with missing FSM information not charted.

Teachers in schools with lower levels of FSM eligibility were more likely than those in schools with high FSM eligibility to rate pupil behaviour positively at baseline (Figure A15). At baseline, only 29% of teachers in schools with high rates of FSM eligibility were likely to rate behaviour positively, compared to 37% of those in schools with low rates of FSM eligibility. However, at follow-up, there were no statistically significant differences in teachers' likelihood to rate behaviour positively by schools' level of FSM eligibility (43% vs 46%).

Figure A15: Percentage of staff rating behaviour as good, very good or excellent at baseline and follow-up by school rates of FSM eligibility

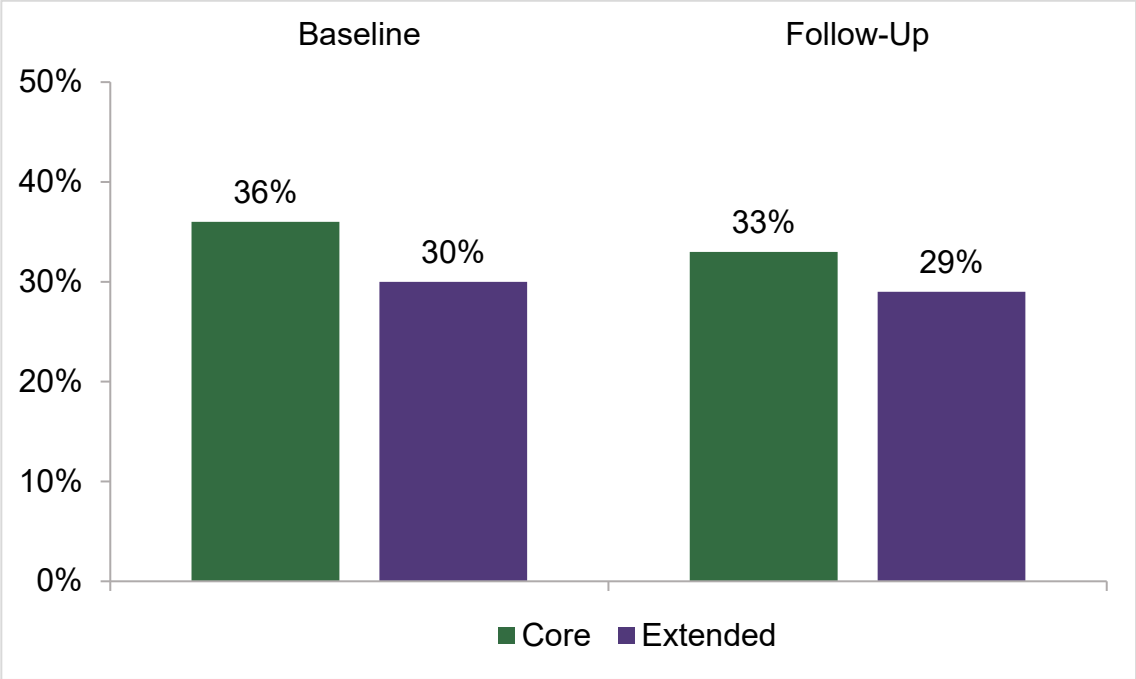


Base: Staff in schools with <33% FSM eligibility at baseline (n=6,766) and follow-up (n=2,955). Staff in schools with >33% FSM eligibility at baseline (n=2,565) and follow-up (n=1,018).

Source: Unmatched datasets. Staff baseline surveys and staff follow-up surveys. Survey question: In general, how would you rate pupil behaviour in your school?
Responses from schools with missing FSM information not charted.

Pupils in schools on the extended support stream were less likely compared to their counterparts in schools on the core support stream, to rate pupil behaviour positively in both survey waves (Figure A16). At baseline, 30% of pupils in extended partner schools rated behaviour positively, compared to 36% of those in core partner schools. Similarly at follow-up, 29% of pupils in extended partner schools rated behaviour positively, compared to 33% of those in core partner schools.

Figure A16: Percentage of pupils rating behaviour as good, very good or excellent at baseline and follow-up by school support stream

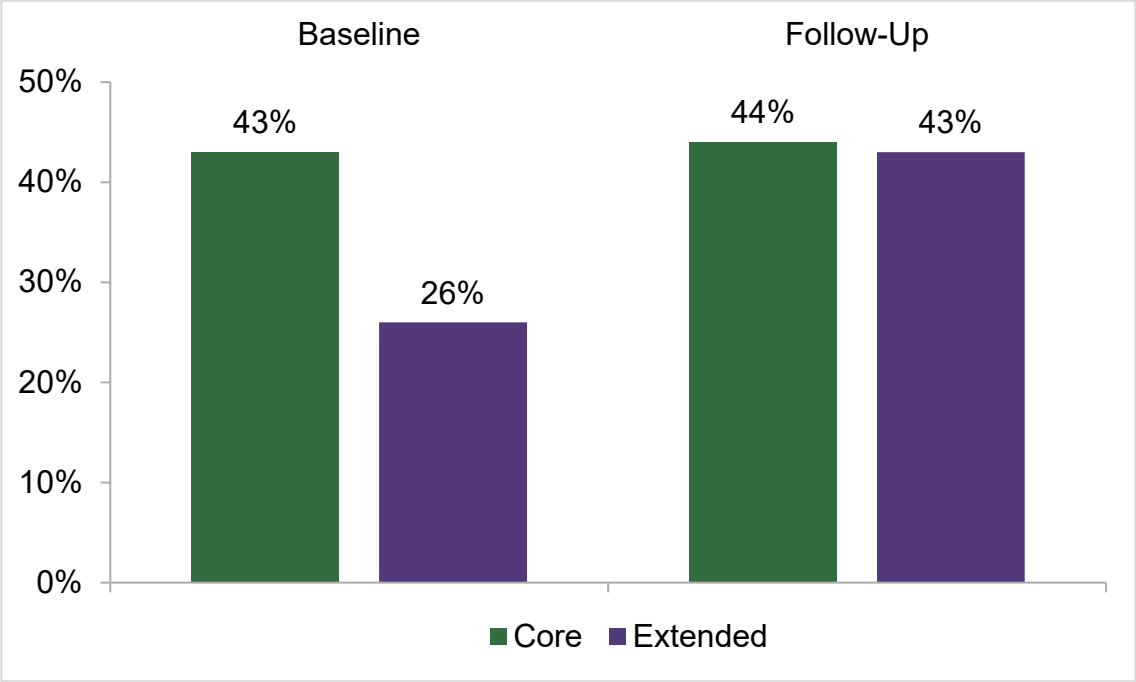


Base: Pupils in schools on the core support stream at baseline (n=20,258) and follow-up (n=10,098). Pupils in schools on the extended support stream at baseline (n=11,628) and follow-up (n=8,537).

Source: Unmatched datasets. Pupil baseline surveys and pupil follow-up surveys. Survey question: In general, how would you rate pupil behaviour in your school?
Responses from schools with missing support stream information not charted.

Staff in schools on the extended support stream were also less likely compared to their counterparts in schools on the core support stream, to rate pupil behaviour positively at baseline (Figure A17). At baseline 43% of staff in core partner schools rated pupil behaviour positively compared to 26% of staff in extended partner schools. In the follow-up survey however, there were no statistically significant differences in the likelihood of staff rating pupil behaviour positively by support stream (44% vs 43%).

Figure A17: Percentage of staff rating pupil behaviour as good, very good or excellent at baseline and follow-up by type of school support



Base: Staff on the core support stream at baseline (n=4,970) and follow-up (n=2,020) and staff on the extended support stream at baseline (n=4,371) and follow-up (n=2,000).

Source: Unmatched datasets. Staff baseline surveys and staff follow-up surveys. Survey question: In general, how would you rate pupil behaviour in your school?
Responses from schools with missing support stream information not charted.

6.2.3.2 Prevalence of low-level disruptions

Survey questions on disruptions in the classroom were only administered to pupils and teachers and not to school leadership. Note that there was substantial missingness for these questions in the staff surveys, so that these responses are likely to be biased by selective non-response.

The first question administered similarly to both respondent types related to classroom disruptions that made it difficult for staff to teach or pupils to learn[63]. Teachers were more likely than pupils in both survey waves to report that misbehaviour had made it difficult for staff to teach, or for pupils to learn, in at least some lessons (see Table A9). At baseline, 74% of teachers reported this compared to 55% of pupils. This pattern was similar at follow-up where 70% of teachers versus 57% of pupils reported it. Levels of disruptions in at least some lessons reported by teachers in this survey are lower than levels found in

[63] The question administered to teachers was 'How often did poor behaviour in lessons make it difficult to continue teaching and/or difficult for pupils to learn?'. The question administered to pupils was 'How often did the behaviour of pupils in the class make it difficult for you to concentrate and/or learn?' Response options were: 'Never', 'Rarely', 'Some lessons', 'Most lessons', and 'All lessons'.

the National Behaviour Survey (May 2023), where 76% of teachers reported that misbehaviour interrupted teaching in at least some lessons the preceding week.

Table A9: Pupil and teacher ratings of disruptions making it difficult to teach and/or learn at baseline and follow-up

Outcome	Pupils Baseline	Teachers Baseline	Pupils Follow-up	Teachers Follow-up
All lessons	7%	5%	7%	4%
Most lessons	16%	20%	17%	16%
Some lessons	32%	49%	33%	50%
Rarely	31%	22%	30%	25%
Never	14%	4%	14%	5%

Note: Differences between subgroup responses for both baseline and follow-up surveys were statistically significant with p-values < 0.001.

Base: Pupils (n=31,886) and teachers (n=7,829) at baseline, excluding missing responses. Pupils (n=18,635) and teachers (n=3,335) at follow-up, excluding missing responses.

Source: Unmatched datasets. Pupil baseline surveys and staff baseline surveys. Surveys questions: Teachers - How often did poor behaviour in lessons make it difficult for you to continue teaching and/or difficult for pupils to learn? Pupils - How often did the behaviour of pupils in the class make it difficult for you to concentrate and/or learn?
Missing and “do not know” responses not charted.

The second question administered similarly to both pupils and teachers was about the extent to which disruptions interrupted teaching[64]. This question therefore asked whether the disruptions were significant enough to interrupt teaching (see Table A10). Teachers were more likely (80%) than pupils (74%) to report that pupil behaviour had interrupted teaching in at least some lessons at baseline. Similar levels (76%) of teachers and pupils (77%) reported this at follow-up, though there remains a statistically significant difference between pupils and staff when accounting for school-level clustering using an adjusted chi-squared test. This pattern aligns with the NBS (May 2023) findings where teachers were more likely than pupils (76% vs 69%) to report that misbehaviour resulted in interruptions to lessons.

[64] The question administered to teachers was ‘How often did you experience disruption to teaching due to pupil behaviour?’ The question administered to pupils was ‘How often did other pupils behave in a way that interrupted or stopped the teaching of the lesson?’ Response options were: ‘Never’, ‘Rarely’, ‘Some lessons’, ‘Most lessons’, and ‘All lessons’.

Table A10: Pupil and teacher ratings of disruptions interrupting teaching at baseline and follow-up

Outcome	Pupils Baseline	Teachers Baseline	Pupils Follow-up	Teachers Follow-up
All lessons	9%	5%	10%	3%
Most lessons	24%	21%	26%	17%
Some lessons	41%	54%	41%	56%
Rarely	20%	19%	19%	22%
Never	5%	1%	5%	2%

Note: Differences between subgroup responses for both baseline and follow-up surveys were statistically significant with p-values < 0.001.

Base: Pupils (n=30,623) and teachers (n=6,567) at baseline, excluding missing responses. Pupils (17,890) and teachers (2,802) at follow-up, excluding missing responses.

Source: Unmatched datasets. Pupil baseline surveys and staff baseline surveys. Leadership staff at baseline (n=1,862) and follow-up (n=904) were not asked this question. Survey questions: Teachers - How often did you experience disruption to teaching due to pupil behaviour? Pupils –How often did other pupils behave in a way that interrupted or stopped the teaching of the lesson? Missing and “do not know” responses not charted.

Teachers in schools with higher levels of FSM eligibility were more likely than those in schools with low FSM eligibility to report at baseline that disruptions interrupted lessons to a greater extent (see Table A11). There were no statistically significant differences by school levels of FSM eligibility in the reported extent of disruptions at follow-up, however.

Table A11: Staff ratings of the extent of disruptions by school levels of FSM eligibility at baseline and follow-up

Outcome	Schools with <33% FSM eligibility Baseline	Schools with >33% FSM eligibility Baseline	Schools with <33% FSM eligibility Follow-up	Schools with >33% FSM eligibility Follow-up
Large extent	25%	34%	18%	19%
Medium extent	43%	44%	41%	41%
Small extent	31%	21%	40%	39%
Not at all	1%	1%	1%	1%

Base: Staff in schools with <33% FSM eligibility (n=6,090) and >33% FSM eligibility (n=2,335) at baseline, excluding missing responses. Staff in schools with <33% FSM eligibility (n=2,689) and >33% FSM eligibility (n=930) at follow-up, excluding missing responses.

Source: Unmatched datasets. Staff baseline and follow-up surveys. Survey question: In your school/the supported school, to what extent does pupil behaviour negatively impact the learning of pupils in the class? Responses from schools with missing FSM information not charted. Missing responses not charted.

Teachers in schools on the extended support stream were more likely compared to those in core partner schools to report at baseline that disruptions interrupted lessons to a greater extent (see Table A12). There were no statistically significant differences by school support stream in the reported extent of disruptions at follow-up, however.

Table A12: Staff ratings of the extent of disruptions by school support stream at baseline and follow-up

Outcome	Schools on the core support stream Baseline	Schools on the extended support stream Baseline	Schools on the core support stream Follow-up	Schools on the extended support stream Follow-up
Large extent	22%	34%	18%	18%
Medium extent	42%	44%	41%	37%
Small extent	35%	21%	40%	35%
Not at all	1%	1%	1%	1%

Base: Staff in schools on the core support stream (n=4,502) and extended support stream (n=3,933) at baseline, excluding missing responses. Staff in schools on the core support stream (n=1,842) and extended support stream (n=1,818) at follow-up, excluding missing responses.

Source: Unmatched datasets. Staff baseline and follow-up surveys. Survey question: In your school/the supported school, to what extent does pupil behaviour negatively impact the learning of pupils in the class? Responses from schools with missing support stream information not charted. Missing responses not charted.

6.2.3.3 Perceptions of bullying

Pupils and staff were asked whether bullying was a problem in their schools, and, if so, whether the teachers were able to stop it (see Table A13). Pupils were more likely at both survey waves, compared to teaching staff or leadership, to report that bullying does not happen in their schools. Between 23% to 24% of pupils reported at baseline and follow-up that bullying did not happen in their schools compared to lower than 5% of teaching staff and school leadership[65].

In the baseline survey, pupils were less likely compared to school staff to report that *all* teachers were good at stopping bullying (10% compared to 24% of teachers and 26% of leaders). This pattern was similar at follow-up, although school leaders were particularly more likely compared to pupils and teaching staff to respond that *all* teachers were good at stopping bullying in the follow-up study (41% compared to 10% of pupils and 28% of teachers).

[65] Responses to the question on bullying prevalence were missing for more than 5% of teaching staff and leadership surveys.

Table A13: Pupil and staff perceptions of bullying at baseline and follow-up

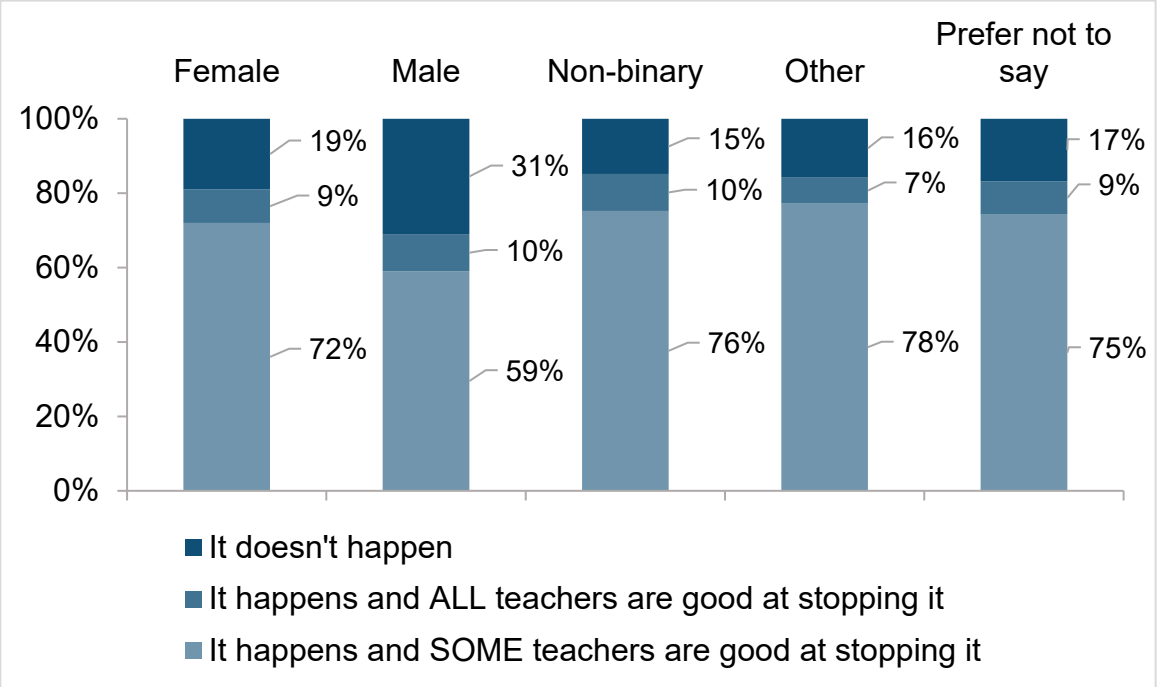
Outcome	Pupils Baseline	Teachers Baseline	Leadership Baseline	Pupils Follow-up	Teachers Follow-up	Leadership Follow-up
It doesn't happen	24%	4%	4%	23%	4%	5%
It happens and all teachers are good at stopping it	10%	24%	26%	10%	28%	41%
It happens and some teachers are good at stopping it	66%	71%	70%	67%	67%	54%

Base: Pupils (n=31,886), teachers (n=7,188) and leadership (n=1,711) at baseline, excluding missing responses. Pupils (n=18,635), teachers (n=3,126) and leadership (n=845) at follow-up, excluding missing responses.

Source: Unmatched datasets. Pupil baseline and follow-up surveys and staff baseline and follow-up surveys. Survey question: Is bullying by pupils a problem in your school? Missing responses not charted.

Male pupils were more likely compared to pupils reporting other gender categories, to report that bullying does not happen, or if it did, that all teachers are good at stopping it. At baseline, 31% of male pupils stated that bullying did not happen, compared to lower than 20% of pupils in other gender categories (Figure A18). At follow-up, 29% of male pupils stated that bullying did not happen, again compared to lower than 20% of pupils in other gender categories (Figure A19).

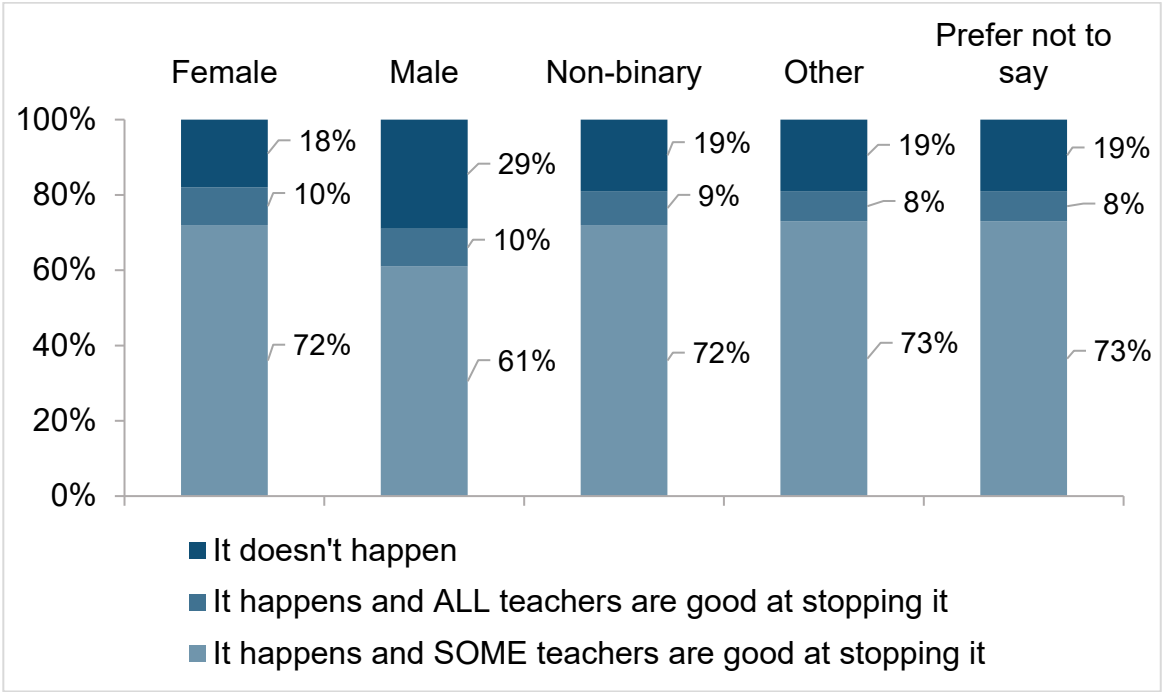
Figure A18: Pupil perceptions of bullying at baseline by pupil gender



Base: Pupils who indicated their gender as female (n=14,434), male (n=15,408), non-binary (n=713), other (n=488), and prefer not to say (n=843) at baseline.

Source: Unmatched datasets. Pupil baseline surveys. Survey question: Is bullying by pupils a problem at your school?

Figure A19: Pupil perceptions of bullying at follow-up by pupil gender



Base: Pupils who indicated their gender as female (n=8,551), male (n=9,134), non-binary (n=299), other (n=204), and prefer not to say (n=447) at follow-up.

Source: Unmatched datasets. Pupil follow-up surveys. Survey question: Is bullying by pupils a problem at your school?

There were no statistically significant differences in perceptions of bullying by school levels of FSM eligibility in both survey waves, either among pupils (see Table A14) or staff (see Table A15).

Table A14: Pupil perceptions of bullying at baseline and follow-up by school levels of FSM eligibility

Outcome	Schools with <33% FSM eligibility Baseline	Schools with >33% FSM eligibility Baseline	Schools with <33% FSM eligibility Follow-up	Schools with >33% FSM eligibility Follow-up
It doesn't happen	24%	25%	23%	25%
It happens and all teachers are good at stopping it	10%	11%	10%	11%
It happens and some teachers are good at stopping it	66%	65%	67%	64%

Base: Pupils in schools with <33% FSM eligibility (n=25,938) and >33% FSM eligibility (n=5,850) at baseline, excluding missing responses. Pupils in schools with <33% FSM eligibility (n=14,558) and >33% FSM eligibility (n=3,737) at follow-up, excluding missing responses.

Source: Unmatched datasets. Pupil baseline and follow-up surveys. Survey question: Is bullying by pupils a problem at your school?
Responses from schools with missing FSM information not charted. Missing responses not charted.

Table A15: Staff perceptions of bullying by school levels of FSM eligibility at baseline and follow-up

Outcome	Schools with <33% FSM eligibility Baseline	Schools with >33% FSM eligibility Baseline	Schools with <33% FSM eligibility Follow-up	Schools with >33% FSM eligibility Follow-up
It doesn't happen	4%	4%	4%	5%
It happens and all teachers are good at stopping it	23%	27%	29%	38%
It happens and some teachers are good at stopping it	72%	69%	67%	57%

Base: Staff in schools with <33% FSM eligibility (n=6,205) and >33% FSM eligibility (n=2,375) at baseline, excluding missing responses. Staff in schools with <33% FSM eligibility (n=2,773) and >33% FSM eligibility (n=962) at follow-up, excluding missing responses.

Source: Unmatched datasets. Staff baseline and follow-up surveys. Survey question: Is bullying by pupils a problem at your school?
Responses from schools with missing FSM information not charted. Missing responses not charted.

There were no statistically significant differences in pupil perceptions of bullying by school support stream in both survey waves (see Table A16).

Table A16: Pupil perceptions of bullying at baseline and follow-up by school support stream

Outcome	Schools on core support Baseline	Schools on extended support Baseline	Schools on core support Follow-up	Schools on extended support Follow-up
It doesn't happen	25%	23%	24%	23%
It happens and all teachers are good at stopping it	10%	10%	10%	9%
It happens and some teachers are good at stopping it	65%	67%	66%	68%

Base: Pupils in schools on the core support stream (n=20,258) and extended support stream (n=11,628) at baseline, excluding missing responses. Pupils in schools on the core support stream (n=10,098) and extended support stream (n=8,537) at follow-up, excluding missing responses.

Source: Unmatched datasets. Pupil baseline surveys. Survey question: Is bullying by pupils a problem at your school?
Responses from schools with missing support stream information not charted. Missing responses not charted.

Staff in extended partner schools at baseline were statistically significantly more likely compared to those in core partner schools to report that bullying happened and *some* teachers were good at stopping it (see Table A17). At baseline, 75% of staff in extended partner schools reported this compared to 68% of staff in core partner schools. There were no statistically significant differences in staff perceptions of bullying by support stream in the follow-up survey.

Table A17: Staff perceptions of bullying at baseline and follow-up by school support stream

Outcome	Schools on the core support stream Baseline	Schools on the extended support stream Baseline	Schools on the core support stream Follow-up	Schools on the extended support stream Follow-up
It doesn't happen	4%	4%	3%	5%
It happens and all teachers are good at stopping it	27%	21%	31%	32%
It happens and some teachers are good at stopping it	68%	75%	66%	63%

Base: Staff in schools on the core support stream (n=4,586) and extended support stream (n=4,004) at baseline, excluding missing responses. Staff in schools on the core support stream (n=1,906) and extended support stream (n=1,874) at follow-up, excluding missing responses.

Source: Unmatched datasets. Staff baseline surveys. Survey question: Is bullying by pupils a problem at your school?
Responses from schools with missing support stream information not charted. Missing responses not charted.

6.2.3.4 Pupil and staff relationships

Pupils were less likely, compared with teachers and school leaders, to agree or strongly agree with the statement that staff relationships with pupils were positive, respectful, and supportive (see Table A18). At baseline, 39% of pupils compared to 76% of teachers and 73% of leaders agreed or strongly agreed with this statement. A similar pattern was observed at follow-up, where 36% of pupils, 80% of teachers and 85% of leaders agreed or strongly agreed with this statement.

Table A18: Ratings of positive pupil and staff relationships by survey respondent type

Outcome	Pupils Baseline	Teachers Baseline	Leadership Baseline	Pupils Follow-up	Teachers Follow-up	Leadership Follow-up
Strongly disagree	10%	1%	1%	10%	0%	0%
Disagree	18%	7%	9%	19%	5%	4%
Neither agree nor disagree	34%	16%	18%	35%	15%	12%
Agree	30%	56%	55%	28%	57%	57%
Strongly agree	9%	20%	18%	7%	23%	28%

Note: Differences between subgroup responses for both baseline and follow-up surveys were statistically significant with p-values < 0.001.

Base: Pupils (n=31,886), teachers (n=7,214) and leadership (n=1,715) at baseline, excluding missing responses. Pupils (n=18,635), teachers (n=3,131) and leadership (n=846) at follow-up, excluding missing responses.

Source: Unmatched datasets. Pupil baseline surveys and pupil follow-up surveys. Staff baseline surveys and staff follow-up surveys. Survey questions: Staff – School staff build positive, respectful and supportive relationships with all pupils. Pupils – Teachers and school staff have positive, respectful and supportive relationships with all pupils.
Responses were along a five point Likert scale from 'strongly agree' to 'strongly disagree'.
Missing responses not charted.

Pupils were the least likely compared with teaching staff and school leaders to view relationships between pupils as positive, respectful, and supportive in both survey waves (see Table A19). At baseline 37% of pupils agreed or strongly agreed with the statement that relationships between pupils were positive, compared to 47% of teachers and 56% of school leaders. In the follow-up survey, 35% of pupils agreed or strongly agreed with the statement, compared to 52% of teachers and 73% of school leaders.

This is in line with findings from the National Behaviour Survey that showed that while only 49% of pupils reported that pupils had been respectful to each other every day or most days in the preceding week in May 2023, a much higher proportion of teachers (64%) and leaders (88%) reported this.

Table A19: Ratings of positive pupil relationships by survey respondent type

Outcome	Pupils Baseline	Teachers Baseline	Leadership Baseline	Pupils Follow-up	Teachers Follow-up	Leadership Follow-up
Strongly disagree	10%	3%	1%	9%	2%	1%
Disagree	13%	19%	14%	14%	15%	8%
Neither agree nor disagree	40%	31%	28%	41%	0%	17%
Agree	30%	40%	49%	29%	44%	58%
Strongly agree	7%	7%	7%	6%	8%	15%

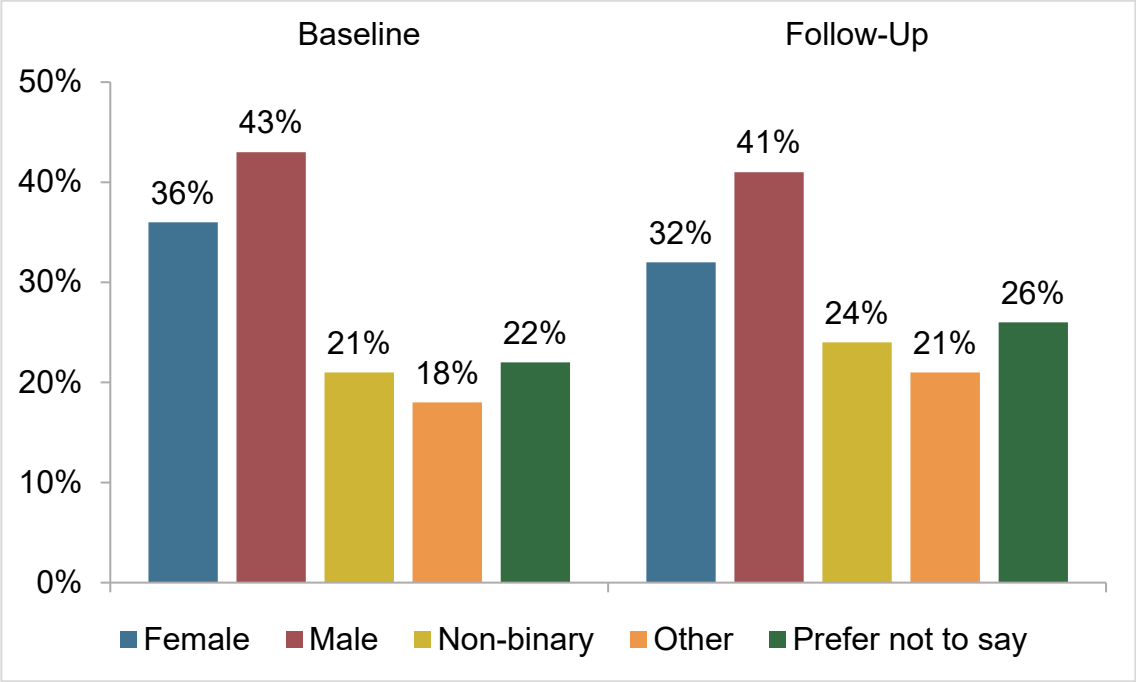
Note: Differences between subgroup responses for both baseline and follow-up surveys were statistically significant with p-values < 0.001.

Base: Pupils (n=31,886), teachers (n=7,210) and leadership (n=1,712) at baseline, excluding missing responses. Pupils (n=18,635), teachers (n=3,128) and leadership (n=845) at follow-up, excluding missing responses.

Source: Unmatched datasets. Pupil baseline surveys and pupil follow-up surveys. Staff baseline surveys and staff follow-up surveys. Survey question: Relationships between pupils are positive, respectful and supportive.
Responses were along a five point Likert scale from 'strongly agree' to 'strongly disagree'.
Missing responses not charted.

Male pupils were more likely in both survey waves, compared to pupils reporting other gender categories, to agree or strongly agree with the statement that relationships between pupils and staff were positive (Figure A20). At baseline, 43% of male pupils agreed with the statement compared to 36% of female pupils and lower proportions of pupils in other gender categories. Similarly at follow-up, 41% of male pupils agreed with the statement compared to 32% of female pupils and lower proportions of pupils in other gender categories.

Figure A20: Percentage of pupils who agree or strongly agree that pupil and staff relationships are positive at baseline and follow-up by pupil gender

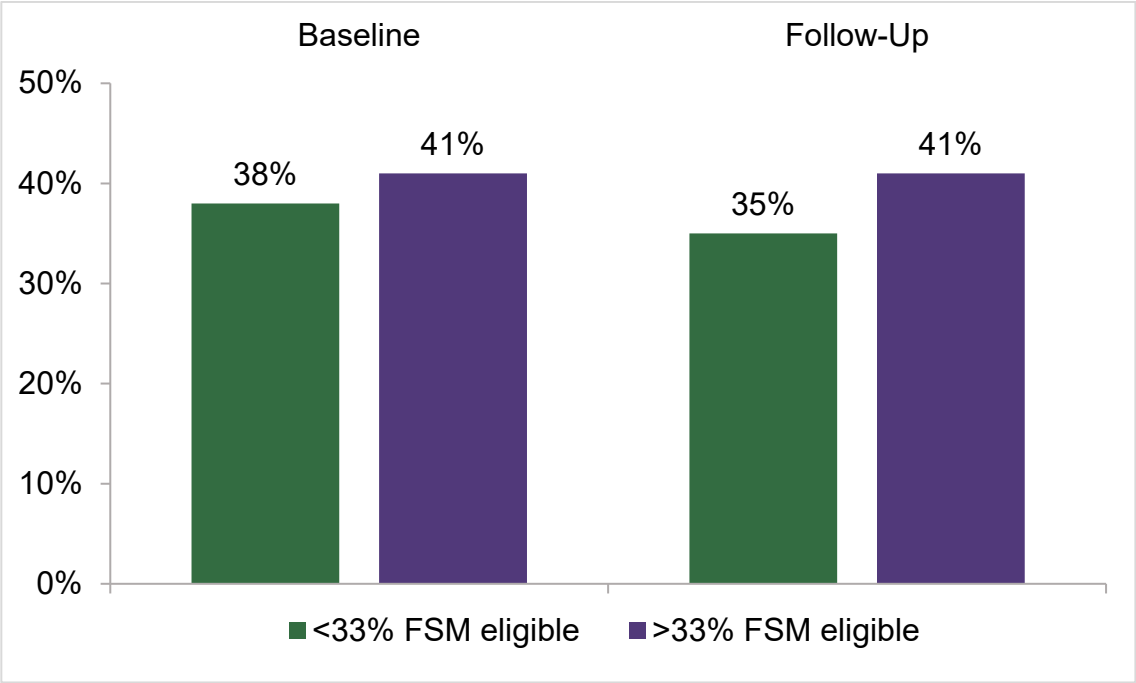


Base: Pupils who indicated their gender as female (n= 14,434), male (n= 15,408), non-binary (n= 713), other (n= 488), and prefer not to say (n= 843) at baseline. Pupils who indicated their gender as female (n=8,551), male (n= 9,134), non-binary (n= 299), other (n= 204), and prefer not to say (n= 447) at follow-up.

Source: Unmatched datasets. Pupil baseline surveys and pupil follow-up surveys. Survey question: Teachers and school staff have positive, respectful and supportive relationships with all pupils.

Pupils in schools with higher levels of FSM eligibility were more likely compared to those in schools with lower FSM eligibility to view relationships between pupils and staff as positive, with this higher likelihood only statistically significant at follow-up. At follow-up, 41% of pupils in schools with higher FSM eligibility levels agreed with the statement compared to 35% of pupils in schools with lower FSM eligibility (Figure A21). There were no statistically significant differences between staff in schools with higher or lower levels of FSM eligibility in their perceptions of pupil-staff relationships in both survey waves (Figure A22).

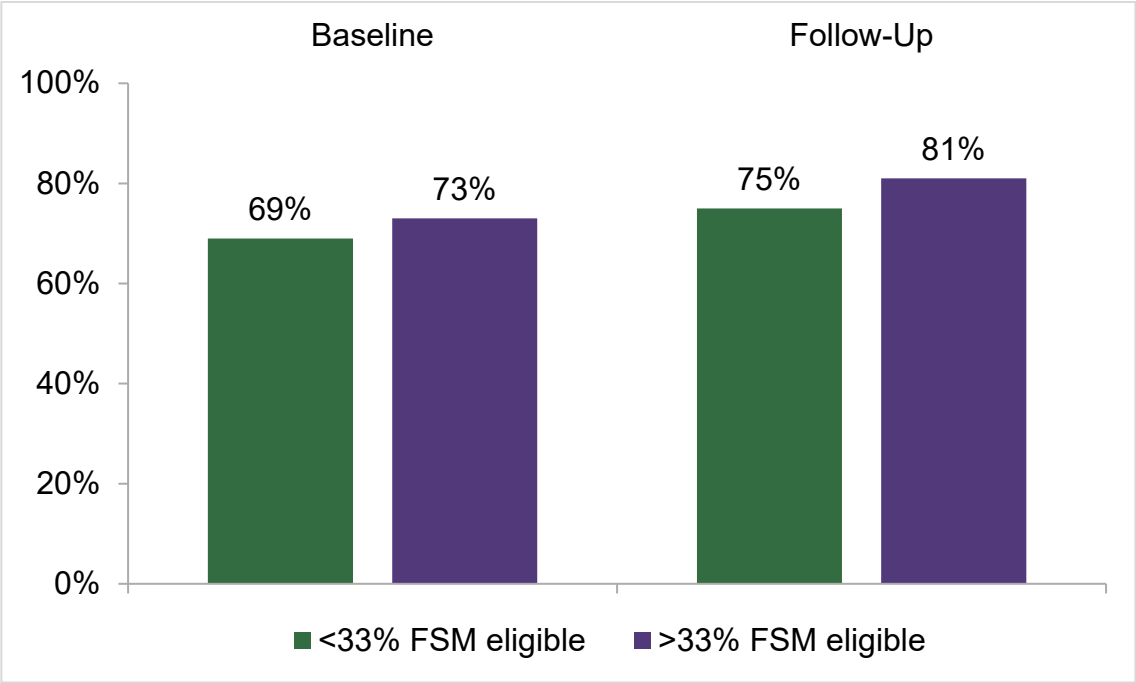
Figure A21: Percentage of pupils who agree or strongly agree that pupils and staff have positive relationships at baseline and follow-up by school levels of FSM eligibility



Base: Pupils in schools with <33% FSM eligibility at baseline (n=25,938) and follow-up (n=14,558). Pupils in schools with >33% FSM eligibility at baseline (n=5,850) and follow-up (n=3,737).

Source: Unmatched datasets. Pupil baseline surveys and pupil follow-up surveys. Survey question: Teachers and school staff have positive, respectful and supportive relationships with all pupils. Responses from schools with missing FSM information not charted.

Figure A22: Percentage of staff who agree or strongly agree that pupils and staff have positive relationships at baseline and follow-up by school levels of FSM eligibility

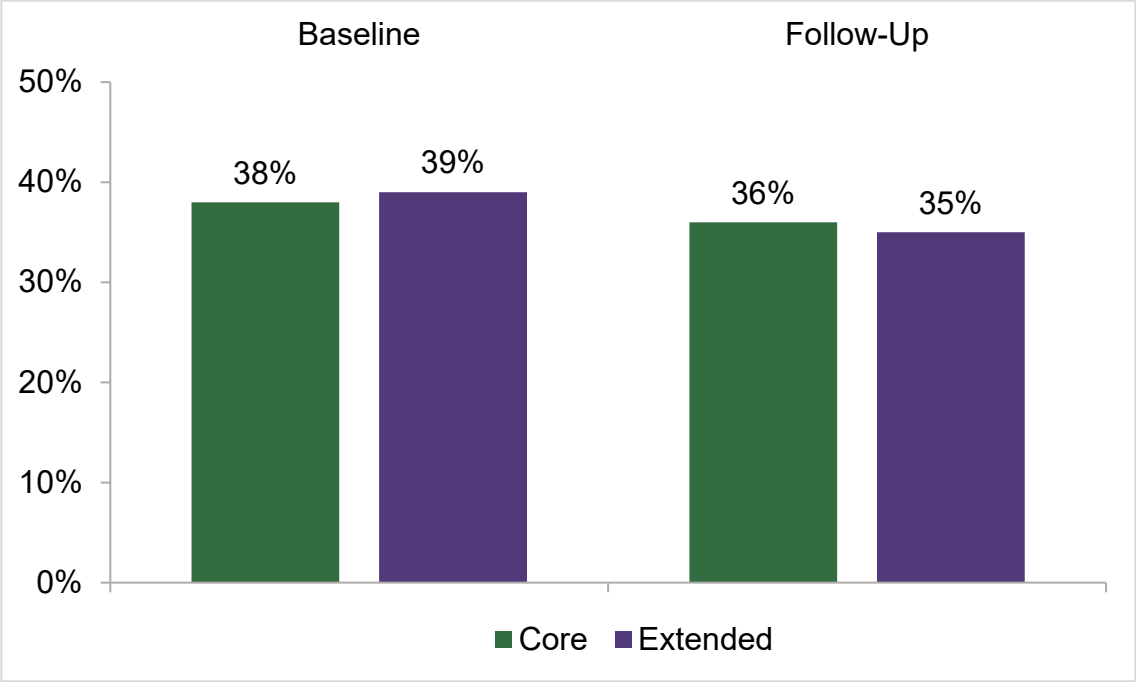


Base: Staff in schools with <33% FSM eligibility at baseline (n=6,766) and follow-up (n=2,955). Staff in schools with >33% FSM eligibility at baseline (n=2,565) and follow-up (n=1,018).

Source: Unmatched datasets. Staff baseline surveys and staff follow-up surveys. Survey question: School staff build positive, respectful and supportive relationships with all pupils. Responses from schools with missing FSM information not charted.

There were no statistically significant differences between pupils in core and extended support schools in their perceptions of pupil-staff relationships (Figure A23).

Figure A23: Percentage of pupils who agree or strongly agree that pupils and staff have positive relationships at baseline and follow-up by school support stream

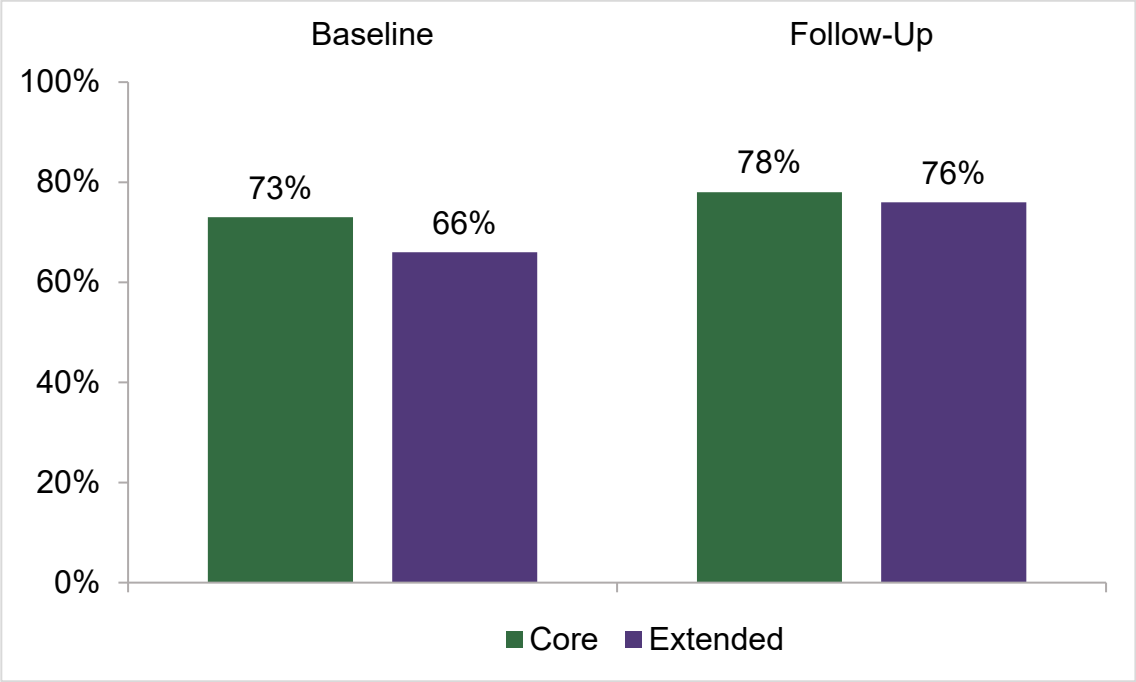


Base: Pupils in schools on the core support stream at baseline (n=20,258) and follow-up (n=10,098). Pupils in schools on the extended support stream at baseline (n=11,628) and follow-up (n=8,537).

Source: Unmatched datasets. Pupil baseline surveys and pupil follow-up surveys. Survey question: Teachers and school staff have positive, respectful and supportive relationships with all pupils. Responses from schools with missing support stream information not charted.

Staff in schools on the extended support stream were less likely compared to those in core partner schools to view relationships between pupils and staff as positive at baseline (Figure A24). At baseline, 73% of staff in core partner schools agreed with the statement compared to 66% of staff in extended partner schools. There were no statistically significant differences in staff perceptions of pupil-staff relationships at follow-up, by support stream. Staff in schools on the extended support stream were also less likely compared to those in core partner schools to agree or strongly agree that staff showed respect for each other and colleagues and demonstrate how to have positive relationships. At baseline, 78% of staff in core partner schools agreed with the statement compared to 74% of staff in extended partner school. There were no statistically significant differences by support stream at follow-up (Figure A25).

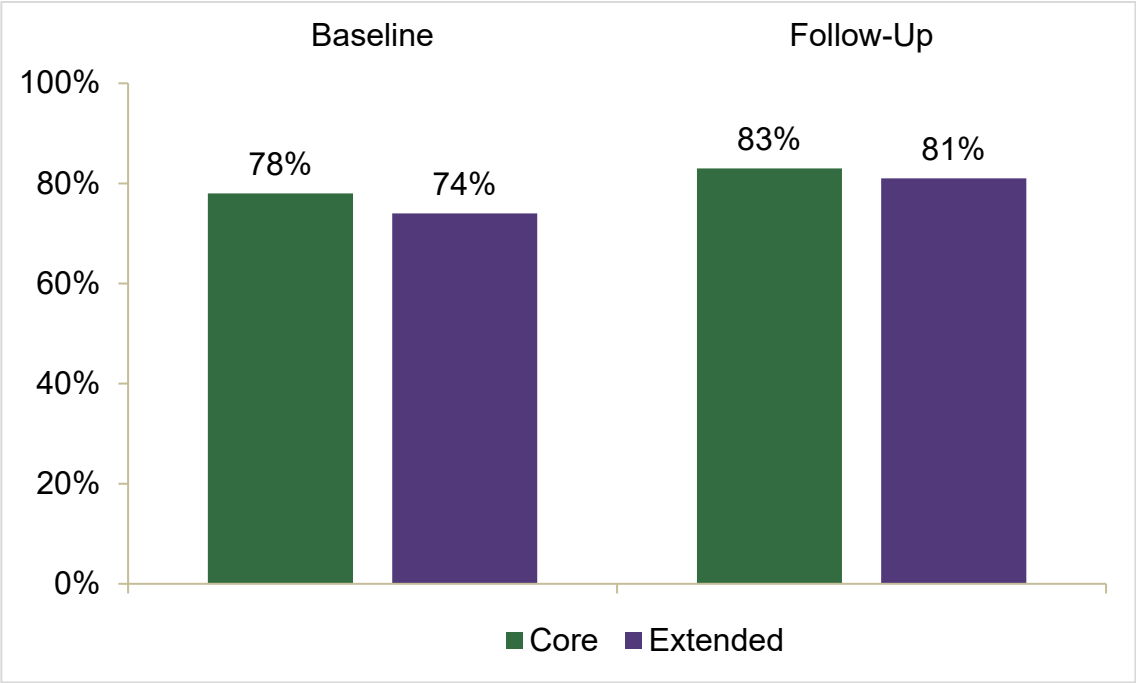
Figure A24: Percentage of staff who agree or strongly agree that pupils and staff have positive relationships at baseline and follow-up by school support stream



Base: Staff on the core support stream at baseline (n=4,970) and follow-up (n=2,020) and staff on the extended support stream at baseline (n=4,371) and follow-up (n=2,000).

Source: Unmatched datasets. Staff baseline surveys and staff follow-up surveys. Survey question: School staff build positive, respectful and supportive relationships with all pupils. Responses from schools with missing support stream information not charted.

Figure A25: Percentage of staff who agree or strongly agree that school staff show respect for others and demonstrate how to have positive relationships at baseline and follow-up by school support stream



Base: Staff on the core support stream at baseline (n=4,970) and follow-up (n=2,020). Staff on the extended support stream at baseline (n=4,371) and follow-up (n=2,000).

Source: Unmatched datasets. Staff baseline surveys and staff follow-up surveys. Survey question: School staff show respect for others / colleagues and demonstrate how to have positive relationships. Responses from schools with missing support stream information not charted.

6.2.3.5 Perceptions of school behaviour policy

The survey asked pupils and staff to rate the clarity and consistency of the school's behaviour policy.

Pupils were more likely than staff at baseline to agree with the statement that there was clarity in what was expected by the school as 'good behaviour' (see Table A20). 80% of pupils agreed or strongly agreed with the statement that they knew how the school expected them to behave and why. This is compared to 66% of teachers and 74% of school leaders agreeing with the statement that there was a clear vision of what is expected and meant by good behaviour. At follow-up, however, leaders were most likely to report this (88% compared to 80% of pupils and 75% of teachers). In nationally representative surveys, this compares to 85% of pupils agreeing with the statement 'I know how my school expects me to behave', and 81% of leaders and teachers agreeing that there is a shared understanding amongst staff in their school of what "good behaviour" means in May 2023 in the National Behaviour Survey.

Table A20: Ratings of clarity of school behaviour policy by survey respondent type

Outcome	Pupils Baseline	Teachers Baseline	Leadership Baseline	Pupils Follow-up	Teachers Follow-up	Leadership Follow-up
Strongly disagree	3%	3%	1%	2%	2%	0%
Disagree	2%	15%	11%	2%	10%	5%
Neither agree nor disagree	14%	16%	13%	16%	13%	6%
Agree	51%	51%	56%	51%	54%	47%
Strongly agree	29%	15%	18%	29%	21%	41%

Note: Differences between subgroup responses for both baseline and follow-up surveys were statistically significant with p-values < 0.001.

Base: Pupils (n= 31,886), teachers (n= 7,736) and leadership staff (n= 1,835) at baseline, excluding missing responses. Pupils (n= 18,635), teachers (n= 3,319) and leadership staff (n=892) at follow-up, excluding missing responses.

Source: Unmatched datasets. Pupil baseline surveys and pupil follow-up surveys. Staff baseline surveys and staff follow-up surveys. Survey questions: Staff – There is a clear vision of what is expected and meant by good behaviour. Pupils – I know how the school expects me to behave and why. Responses were along a five point Likert scale from 'strongly agree' to 'strongly disagree'. Missing responses not charted.

At baseline, school leaders were more likely compared to teaching staff or pupils (69% compared to 62% of pupils and 61% of teachers) to agree or strongly agree that school behaviour policy was easy to follow (see Table A21). This pattern remained consistent at follow-up, where 86% of school leaders compared to 59% of pupils and 71% of teachers agreed with the statement.

Table A21: Pupil and staff ratings of the ease of following school behaviour policy at baseline and follow-up

Outcome	Pupils Baseline	Teachers Baseline	Leadership Baseline	Pupils Follow-up	Teachers Follow-up	Leadership Follow-up
Strongly disagree	6%	3%	2%	6%	2%	1%
Disagree	8%	17%	13%	9%	12%	5%
Neither agree nor disagree	25%	18%	16%	27%	15%	8%
Agree	44%	49%	53%	42%	54%	48%
Strongly agree	18%	12%	16%	17%	17%	38%

Note: Differences between subgroup responses for both baseline and follow-up surveys were statistically significant with p-values < 0.001.

Base: Pupils (n= 31,886), teachers (n= 7,701) and leadership staff (n= 1,820) at baseline, excluding missing responses. Pupils (n= 18,635), teachers (n= 3,304) and leadership staff (n=890) at follow-up, excluding missing responses.

Source: Unmatched datasets. Pupil baseline surveys and pupil follow-up surveys. Staff baseline surveys and staff follow-up surveys. Survey questions: Staff – The policy, rules and routines are easy to follow. Pupils – My school's rules on behaviour are easy to follow.
Responses were along a five point Likert scale from 'strongly agree' to 'strongly disagree'. Missing responses not charted.

Pupils were more likely to agree or strongly agree at baseline that rules are applied fairly across all pupils, with 46% agreeing compared to 39% of staff (see Table A22, Q1 pupils and Q2 staff). In contrast, at follow-up school staff were more likely (52%) than pupils (45%) to agree that behaviour rules were applied consistently across pupils and classes. Moreover, school staff's positive perceptions about their knowledge of how they should apply the behaviour rules consistently and fairly increased from 66% to 79% (see Table A22, Q1 staff). In the NBS (May 2023), much higher proportions of respondents reported that rules were applied fairly and consistently to all pupils at least some of the time, with 98% of teachers, all leaders and 91% of pupils reporting this.

Table A22: Pupil and staff perceptions of the consistency and fairness of school behaviour policy at baseline and follow-up

Outcome	Q1- Pupils Baseline	Q1- Staff Baseline	Q1- Pupils Follow-up	Q1- Staff Follow-up	Q2- Staff Baseline	Q2- Staff Follow-up
Strongly disagree	12%	2%	11%	1%	6%	3%
Disagree	17%	14%	18%	8%	32%	24%
Neither agree nor disagree	25%	15%	26%	10%	23%	21%
Agree	32%	55%	32%	57%	33%	41%
Strongly agree	14%	14%	13%	24%	6%	11%

Note: Differences between subgroup responses for both baseline and follow-up surveys were statistically significant with p-values < 0.001.

Base: Pupils (n= 31,886) and staff (n= 9,285 at Q1, n=9,169) at baseline, excluding missing responses. Pupils (n= 18,635) and staff (n=4,117 at Q1, n=4,077 at Q2) at follow-up, excluding missing responses.

Source: Unmatched datasets. Pupil baseline surveys and pupil follow-up surveys. Staff baseline surveys and staff follow-up surveys. Survey questions: Staff – (1) It is clear how I should apply the behaviour rules consistently and fairly across the school environment, including making reasonable adjustments" (2) "Behaviour rewards and sanctions are used fairly and effectively with all pupils and classes". Pupils – (1) "The rules are applied fairly and consistently to all pupils".
Responses were along a five-point Likert scale from 'strongly agree' to 'strongly disagree'.
Missing responses not charted.

Table A23: Pupil and staff ratings of the visibility and recall of school behaviour policy at baseline and follow-up

Outcome	Pupils Baseline	Staff Baseline	Pupils Follow-up	Staff Follow-up
Strongly disagree	5%	2%	4%	1%
Disagree	5%	10%	5%	5%
Neither agree nor disagree	20%	15%	22%	11%
Agree	47%	53%	48%	55%
Strongly agree	22%	19%	21%	28%

Note: Differences between subgroup responses for both baseline and follow-up surveys were statistically significant with p-values < 0.001.

Base: Pupils (n= 31,886) and staff (n= 8,989) at baseline, excluding missing responses. Pupils (n= 18,635) and staff (n=4,008) at follow-up, excluding missing responses.

Source: Unmatched datasets. Pupil baseline surveys and pupil follow-up surveys. Staff baseline surveys and staff follow-up surveys. Survey questions: Staff – Pupils are provided with information to ensure they know how they are expected to behave when they join the school, and then regularly reminded. Pupils – Our headteacher and other school leaders are visible and remind pupils about the behaviour rules. Missing responses not charted.

Table A24: Staff ratings of good behaviour recognition policy at baseline and follow-up by support type and deprivation level

Outcome	Pupil Baseline	Staff Baseline	Pupil Follow-up	Staff Follow-up
Strongly disagree	14%	3%	15%	3%
Disagree	22%	14%	22%	10%
Neither agree nor disagree	33%	18%	33%	18%
Agree	24%	48%	24%	48%
Strongly agree	7%	16%	7%	22%

Note: Differences between subgroup responses for both baseline and follow-up surveys were statistically significant with p-values < 0.001.

Base: Pupils (n= 31,886) and staff (n= 8,928) at baseline, excluding missing responses. Pupils (n= 18,635) and staff (n=3,991) at follow-up, excluding missing responses.

Source: Unmatched datasets. Pupil baseline surveys and pupil follow-up surveys. Staff baseline surveys and staff follow-up surveys. Survey questions: Staff – There is a culture of recognising and celebrating

positive behaviour at our school. Pupils – When I behave well, the staff at school recognise and celebrate it.

Missing and “do not know” responses not charted.

6.2.3.6 Time-series analysis of school level aggregates of pupil survey responses

Another set of analyses aimed to understand the differences in pupil rating of behaviour, wellbeing, and attitudes to learning, between baseline and follow-up. This analysis uses school level aggregates of pupil responses and therefore does not look at changes in the rating expressed by the same individual over time. Regression models were used to determine the difference in the outcomes between waves, and these models were then extended to determine the association of key variables on the rate of change between waves. It is important to note that these results are based on a relatively small sample size of around 77 schools with at least 20 responses or a school-level response rate of at least 10% for the pupil survey in both survey waves.

The first model considered changes in the proportion of pupils in schools rating behaviour as ‘good’, ‘very good’, or ‘excellent’ across survey waves. On average between baseline and follow-up, pupils became less likely to rate behaviour positively (good, very good, or excellent). This fall in likelihood of pupils rating behaviour positively was not significantly associated with the characteristics considered (gender, region, FSM eligibility, support stream).

The second model considered changes in mean pupil wellbeing at the school level (averaged across four measures[66]). At baseline, the mean pupil wellbeing score in the analysis sample was 5.6. There was no significant change in this variable by follow-up.

The final model considered changes in pupils’ attitudes to learning aggregated at the school level (averaged across three questions[67]). At baseline, this variable had a mean score of 3.4 in the schools included in the analysis. There was no significant change in this variable by follow-up.

6.2.3.7 Discussion

This section provides a summary of findings from quantitative analysis of the survey data collected from staff and pupils at baseline and follow-up. In general, perceptions of behaviour culture and misbehaviour collected in the surveys were poorer in the included

[66] These questions correspond to the ONS4 measures of wellbeing, all scored on 11 point scales from 0-10 (Overall, how satisfied are you with your life nowadays? Overall, to what extent do you feel that the things you do in your life are worthwhile?, Overall, how happy did you feel yesterday?, Overall, how anxious did you feel yesterday?)

[67] These questions were: I enjoy coming to school, I am motivated to learn., I feel that I belong at my school. Response options were: 5 = A lot, 4 = Quite a bit, 3 = Somewhat, 2 = A little, 1 = Not at all.

schools, compared to reported levels in nationally representative surveys, though patterns of responses broadly aligned with these surveys.

School leaders were more likely to have positive perceptions of school behaviour compared to teachers and pupils. Pupils were less likely to report that disruptions interrupted lessons, or that bullying happened in schools, compared to teachers. Pupils were less likely to have a favourable view of pupil and staff relationships compared to school staff. Male pupils were more likely to rate behaviour and pupil and staff relationships positively, while staff and pupils in schools with extended support were more likely to have poorer perceptions of behaviour.

Longitudinal analysis of matched staff survey data showed that, by follow-up, staff were significantly more likely to rate behaviour positively compared to baseline, and to agree with statements that there was sufficient training and support to manage behaviour, as well as that there was a consistent understanding of behaviour policy. Staff in schools on the extended stream were more likely to have increased their rating of pupil behaviour by follow-up compared to staff from schools on the core support stream.

By contrast, pupils' behaviour ratings aggregated at the school level observed a statistically significantly decrease between baseline and follow-up, with schools having high proportions of FSM eligible pupils being more likely to demonstrate positive changes by follow-up.

6.4 Annex C: Accessible version of the Theory of Change

Situation	Good behaviour in school is crucial if children are to learn and reach their full potential. Misbehaviour is a significant challenge for many schools, negatively impacting performance and wellbeing for teachers and pupils. Evidence suggests that standards of behaviour can be improved. Leadership is key to embedding positive behaviour cultures in schools, and high-quality training and support has the potential to empower school leaders to improve behaviour culture.
Aims	The behaviour hubs programme is a whole school approach seeking to improve and sustain a school's behaviour culture and practice to help create and maintain a calm, safe and supportive environment for teaching and learning.

Inputs	• £10m DfE funding (2019-2025)
	• DfE-appointed team of behaviour advisers and school partnership leads (SPLs) to:
	  ○ Oversee and quality assure the programme.
	  ○ Deliver training & resources.
	• DfE-appointed Delivery Centre to:
	  ○ Provide administrative and grant management services.
	  ○ Select and match schools
	• DfE-appointed lead schools

Activities	• Partner schools/MATs access adviser-led training, hub networking events, lead school open day events, online resources and SPL coaching calls
	• In addition, partner schools/MATs access 1 of 3 types of support from their lead MAT /school:
	  ○ Core support: access to 2hr action planning surgery at lead school.
	  ○ Extended support: Bespoke one-to-one 8-12 days of support from a lead school to support diagnosis, action planning, implementation and monitoring.
	  ○ Multi-school support: Executive team in partner MAT is supported to launch MAT-wide approaches to behaviour. In addition, a school within partner MAT receives extended support.
	• Lead schools / MATs access SPL coaching calls, trouble-shooting support from delivery agent, induction and refresher training and networking events with SPL and other leads.
	• Delivery Centre works with DfE and evaluator to support evaluation activity.
	• Emerging learning used to refine activities.

Outputs	Change mechanism	Outcomes	Impacts
Tangible products or services: Adviser-led training events. Online resources including good practice examples and behaviour management tools. Staff and pupil partner school survey reports to inform action planning by schools. Action Plan (a living document) developed by school / MAT in term 1 as a guide to journey on the programme. Updated in term complete the programme to be a guide to ongoing sustainability and continuous improvement. Delivered training sessions. New / updated behaviour policies and approaches in partner schools.	**Beliefs, cognitive resources:** Discovery of what is possible and realistic. Increased awareness of requirements, particularly on the relevance of • behaviour culture • consistency and routines • timing • changing staff relationships Increased confidence in already existing processes and plans.	**Short term** **Pupils, Parents and Workforce** Increased understanding of effective implementation and adherence to behaviour policy. Increased interaction and discussion of behaviour data and policy (teacher-teacher, teacher-parent, SLT-teacher). Belief in the benefits of the school's behaviour policy for pupils and school, colleagues and self. Increased confidence in effectively managing behaviour and in leadership support. **School-wide** Clear and consistent overall approach to BP, new approach to teacher-pupil relationship. **Medium term** **Pupils**	**Sustained improvements to partner schools and MATs:** **Pupils** Improved attendance and punctuality, reduced truancy. Improved attainment and outcomes. **Workforce** Sustained behaviour management practices. Improved staff wellbeing. **School / MAT wide** Improved Ofsted ratings. Sustained positive behaviour cultures. Increased 1st place preference in school applications.

Outputs	Change mechanism	Outcomes	Impacts
School partnerships and hubs for leaders and teachers to share good behaviour management practices, support & information. **Changes in contextual resources** Increased access to CPD (information, support and tools) to inform behaviour management practice. Access to advice of experienced schools who had successfully navigated similar challenges. In-person visits to schools and 'immersive' experiences into a similar reality to the one they were aspiring to create. Tailored feedback on policies and plans.		Improved behaviour; fewer incidents of low-level disruption and bullying. Increased perceptions of safety, belonging, enjoyment of school, and sense of wellbeing. Positive attitudes to learning. Improved attendance, less truancy and increased punctuality. **Workforce** Less teaching / learning time lost to low-level disruption. **School / MAT wide** Clear and consistent whole-school approaches to behaviour management with reasonable adjustments.	

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